

Overseas Learning Experiences for Students

A Resource for Schools



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Crusoe College	Mount Clear College
Dandenong High School	Norlane High School
Footscray Primary School	Rowville Secondary College
	Western Heights Secondary College
	Warrnambool College

Part 1: Why an Overseas Learning Experience?



This resource is designed to support schools in effective planning, implementation and integration of student overseas learning experiences into school programs. It draws upon the work of schools that have successfully incorporated such experiences into whole-school programs for international education.

Although many of the examples in this resource are drawn from experiences in Asia, the support materials provided in the resource have been selected for their transferability to any in-country context.

Underpinning the resource is the rationale that while student overseas learning experiences represent just one of many international education opportunities for schools, these experiences are invariably life-changing, building students' capacity to operate effectively as active and informed local and global citizens. Throughout this resource, Victorian

principals, teachers and students advocate overseas learning experiences as a school improvement strategy and an investment in the future of young Victorians.

Experiential Learning

The need for Victoria's young people to be globally connected, informed and active has never been greater:

Global integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.

[Melbourne Declaration on Educational Goals for Young Australians](#) (2008: p 4).

Across Victoria, schools are responding to these opportunities through innovative approaches to international education. Many schools have discovered that learning while living in another country is one of the most powerful catalysts for effective international education. The positive impact of learning in another country is profound; students return home with enhanced intercultural understandings, sharpened self-awareness and emerging leadership skills.



Victorian schools' overseas learning experiences

Australian Context

In Australia, two key national policy platforms provide schools with the authorising environments in which to provide an international education program:

The [Melbourne Declaration on Educational Goals for Young Australians](#) December 2008 (MCEEDYA) includes among its educational goals the commitment to developing successful learners, confident individuals, and responsible global and local citizens able to relate and communicate across cultures, especially those of the Asia–Pacific region.

The [Australian Curriculum](#) supports the imperative for international education.

- **General Capability:** [intercultural understanding](#) enables students to respect and appreciate their own and others' cultures and to work and communicate with those from different cultures and backgrounds.
- **Cross-curricular priority:** [Asia and Australia's engagement with Asia](#), one of three priorities identified to 'equip young Australians with the skills, knowledge, and understanding that will enable them to engage effectively with and prosper in a globalised world'.

Victorian Context

- The Victorian Minister for Education the Hon. Martin Dixon, MP identified internationalising education as a key reform area in his '[Victoria as a Learning Community](#)' speech delivered at the Melbourne Graduate School of Education on 29 November 2011.

Developing Global Citizens

Throughout their learning students progressively develop knowledge, skills and behaviours that support them to develop into active and informed global citizens.

From Foundation to year 4 students connect with others through their family, school and local community. Through these years they come to understand cultural similarities and differences and to appreciate that different cultural, language and religious groups make up Australia.

During years 5–8 students become increasingly aware of national events, environmental, social and political issues, and international events and crises.

Through these they evaluate their role as a global citizen.

As students consider future pathways in years 9–10 they have greater awareness of political, legal, national and international issues and consider their roles and responsibilities as global citizens.

[AusVELS](#)

The provision of an overseas learning experience supports students to consider and engage in the role and responsibilities they have as active and informed global citizens through connecting with peers in other countries, experiencing new cultures and developing new understanding of their place in the world.



Cultures of Excellence:
learning beyond the
overseas experience

Benefits

Benefits for Students

Participation in an overseas learning experience enables students to build their personal and social competence and intercultural understanding, including language skills.

Personal and social competence	Intercultural understanding
<ul style="list-style-type: none"> Enhanced sense of self and personal identity Increased independence, maturity, confidence and self-awareness Enhanced social competence, through confronting challenges beyond their familiar environment and comfort zone Opportunities to be ambassadors for the school Increased awareness of future study and career opportunities and broader community participation 	<ul style="list-style-type: none"> Move beyond stereotypical views and attitudes Greater interest in global and international issues Increased proficiency in the use of another language Motivation to further engage with other cultures through future travel and consideration of employment opportunities overseas A more global outlook on life, and a heightened sense of engagement with, and increased awareness and appreciation of, different cultures A deeper understanding of their own culture as distinct from others



Building respect: Joshua,
Ballarat South Community
Learning Precinct student



**Encouraging personal
growth: Sophia Fiusco,**
Ballarat South Community
Learning Precinct teacher



**Developing student
leaders: Jonathan Heard,**
Balwyn High School
teacher



“You’re more about others than yourself when you come home ... You’re more of a leader because of the skills you gain from the experience.”

Jayden, Warrnambool College student

“Over 90 per cent of students felt the experience gave them a broader view of schooling, and skills and experiences that would impress a future employer.”

[DEECD Overseas Study Program Longitudinal Impact Evaluation Report \(2010: p 7\)](#)



Benefits for Teachers

- increased knowledge and understanding of other cultures
- broadened world views and life experiences
- improved proficiency in other languages
- appreciation of the challenges faced by second-language learners of English
- insight into, and professional engagement with, different education systems
- inclusion of authentic international experiences in curriculum programs and activities for students
- opportunities to develop rapport with

colleagues and students outside the everyday school environment

- increased capacity to lead international education programs and activities in the school.



Developing intercultural understanding – a teacher’s perspective:
Joanne Johnson, Rowville Secondary College teacher

[transcript](#)

“ For those students coming back and talking to teachers about the sorts of activities and programs and work that they’d produced as part of this project – it actually says to the teachers, ‘we are capable of doing fantastic work and now, how are you going to challenge me as I work my way through the school’. ”

Deborah Harman, Balwyn High School Principal

Benefits for School Communities

For school communities, benefits include:

- a school culture that:
 - o promotes a sense of belonging for every student
 - o supports students' personal growth
 - o prepares all students for success in an increasingly globalised and connected world
- opportunities to strengthen links with individuals and groups in the wider community to support and enhance international education programs
- enhanced connectedness between participants, their families and the school
- development of and continuing support for sister-school partnerships and other international links
- opportunities for families' and friends' attitudes and understandings to be broadened through contact with participating students.

“Some families clearly became involved in researching the host country, and so the ‘internationalisation’ impact spread beyond the school gates.”

[DEECD Overseas Study Program Field Trials Evaluation Report \(2009: p 11\)](#)

“For families who don't have the facilities at home they can join in in the classroom – we put Skype on the interactive whiteboard and not only families can talk to each other, students can talk to each other and they can have a different learning experience through Skype.”

Chau Cong, Footscray Primary School teacher



A parent's perspective:
Patricia, Ballarat

[transcript](#)



Overseas Learning Experiences for Intercultural Understanding



Overseas learning experiences in Victorian schools take a number of forms serving different purposes:

- language immersion programs
- curriculum-focused programs
- cultural study programs
- overseas service and community engagement projects
- sporting and arts programs
- individual student exchange programs
- exchange programs with sister schools and partner organisations.

Regardless of purpose, all overseas learning experiences are intercultural experiences in which students have the opportunity to develop intercultural understanding. The development of intercultural understanding is a general capability of the Australian Curriculum:

In the Australian Curriculum students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people.

[Australian Curriculum: Intercultural Understanding](#)

An intercultural experience is most effectively undertaken as a facilitated process of action and reflection. Whether involved in a French language learning study program, a sister-school visit to China or a program focused on environmental sustainability in Vietnam,

students require support to develop intercultural skills and processes (such as the ability to *recognise, interact* and *reflect*) and dispositions and values (such as *empathy, respect* and *responsibility*).

This resource provides a range of stimuli and materials assisting schools to ensure students (and accompanying teachers/ personnel) are prepared for intercultural experiences. These stimuli and materials support the overseas learning experience process that begins in the pre-program period, is built on during the in-country experience and continues when participants return.



Looking back – a former student's perspective:
Lauren, Geelong

transcript

International Education: A Whole-school Imperative



A rationale for overseas learning experience: Mary Pendergast, Warrnambool College principal

[transcript](#)

All Victorian students can expect to experience international education programs throughout their formal school years, supported by Victorian and national education policies. These programs take many forms and differ depending on a particular school's context and priorities.

Not all schools will design their international education programs similarly, nor will all schools be doing each of the components sampled in Figure 1 (page 9) simultaneously. However, schools delivering effective international education programs most

often include, or aspire to include, student overseas learning experiences, as shown in the following examples.

Rowville Secondary College has mapped school programs and activities that have international and global foci.

[Download](#)

Dandenong High School has designed a whole-school strategy designed to embed studies of Asia into school practice. It has developed an Asia literacy values wheel to show how the different elements relate to one another and the rationale for their inclusion in school programs.

[Download](#)

Warrnambool Secondary College has mapped its engagement with Asia using the Effective Schools Model.

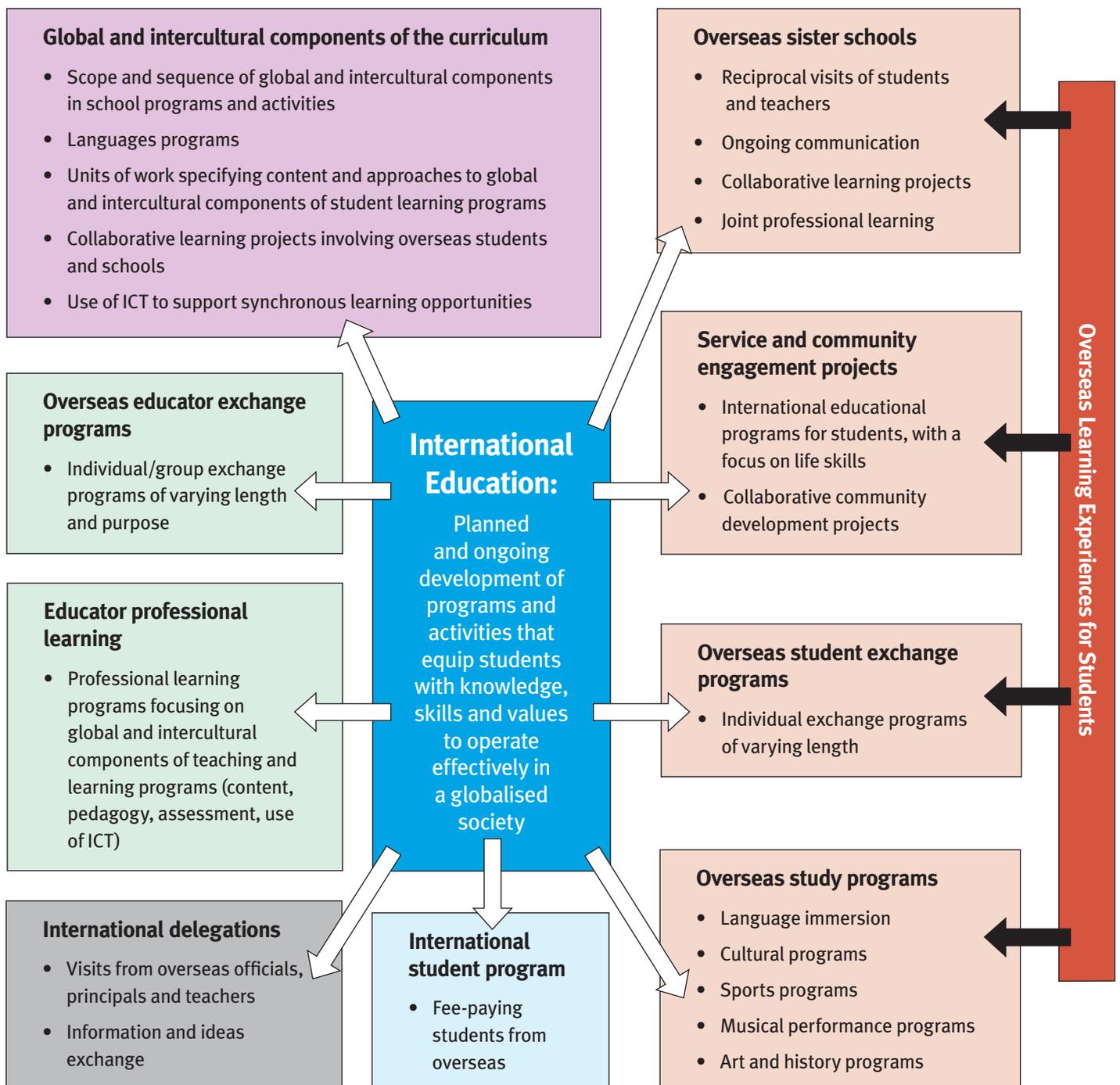
[Download](#)



The following template (Figure 1) gives a map of program activity, which may be helpful for schools implementing an effective whole-school approach to international education.

Mapping International Education

Figure 1: Mapping International Education



Key Elements of International Education



Embedding overseas learning experiences into school programs and practices requires consideration of how current school vision, policies and practices reflect international education. Six key elements underpinning effective international education programs can support this process.

Leadership

School leaders embed international education across school policies, programs and activities.

School Culture

The school is culturally inclusive and encourages, promotes, embeds and sustains international education in policies, programs and activities.

Curriculum

The school implements a curriculum that equips students with the knowledge, skills, understandings and capabilities needed to effectively participate in globalised societies.

Professional Learning

Educators are encouraged to participate in international study programs. Opportunities for sharing experiences, building professional practice and using expertise to develop curriculum resources are provided.

Monitoring and Evaluation

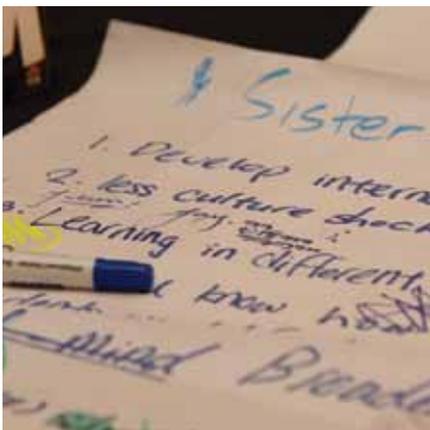
The school monitors and evaluates international education programs and activities across the curriculum.

Student, Parent and Community Involvement

The school community understands, supports and is encouraged to contribute to the school's international education program.



Overseas learning experiences – part of the curriculum: Tim Bush, Ivanhoe Grammar School teacher





Using the Elements of International Education for School Reflection

Schools should consider the six key elements of international education as the basis for reflection on the extent to which they are internationalising programs and activities. The school practice rubric in Table 1 may be used for this purpose.

Table 1: International Education: School Practice Rubric

School Practice Rubric				
Elements of international education	What are we doing?	How well are we doing?		
		Just starting	On the way	Well developed
Leadership School leaders embed international education across school policies, programs and activities.				
School culture The school is culturally inclusive and encourages, promotes, embeds and sustains international education in policies, programs and activities.				
Curriculum The school implements a curriculum that equips students with the knowledge, skills, understandings and capabilities needed to effectively participate in globalised societies.				
Professional learning Educators are encouraged to participate in international study programs. Opportunities are provided for sharing experiences, building professional practice, and using expertise to develop curriculum resources.				
Monitoring and evaluation The school monitors and evaluates international education programs and activities across curriculum.				
Student, parent and community involvement The school community understands, supports and is encouraged to contribute to the international education program of the school.				

Part 2: Planning, Implementation and Follow-up

Schools conducting successful overseas learning experiences for students recognise that careful planning and preparation are required to ensure the experiences are part of a whole-school approach to international education and that students derive maximum benefit from them.

Three interlinked stages comprise the planning, implementation and follow-up of overseas learning experiences for students:

- pre-departure
- in-country
- post-overseas learning experience.

Each stage is critically important for ensuring that the overseas learning experience has a significant impact. Thus careful planning for each stage is essential.



School Readiness Checklist

School Readiness

The School Readiness Checklist (Table 2) is designed to assist schools determine if they are ready to embark on overseas learning experiences for students. Before completing it, schools should gather data on their current engagement in international education programs and activities. The ‘Mapping International Education Template’ and ‘School Practice Rubric’ are useful tools for this task.

Table 2: School Readiness Checklist

School Readiness Checklist	
School leaders and staff understand the importance and significance of embedding international education into school practices.	<input type="checkbox"/>
The school has an agreed vision and purpose for engaging students in learning activities incorporating international perspectives and content.	<input type="checkbox"/>
The school has developed internationally focused curriculum programs and activities.	<input type="checkbox"/>
School leaders and teachers are clear about the purpose of overseas learning experiences for students and the benefits to students, teachers and the school.	<input type="checkbox"/>
School leaders and teachers are clear about how overseas learning experiences fit into school programs and practices and link to the School Strategic Plan.	<input type="checkbox"/>
The school has identified staff with the capacity to plan, lead, coordinate and participate in overseas learning experiences for students.	<input type="checkbox"/>
School leaders and School Council are aware of the approval processes and procedures required prior to provision of overseas learning experiences for students.	<input type="checkbox"/>
School leaders and staff are aware of the organisational requirements for conducting successful overseas learning experiences for students: pre-departure, in-country and post-overseas learning experience.	<input type="checkbox"/>
School leaders and staff are aware of the requirements and procedures for ensuring the welfare and safety of all participants in overseas learning experiences.	<input type="checkbox"/>
The school community has the resources to support overseas learning experiences for students.	<input type="checkbox"/>
The school has considered the cost of and funding arrangements for overseas learning experiences for students.	<input type="checkbox"/>
The school has established transparent processes and procedures for selecting students and staff to participate in overseas learning experiences.	<input type="checkbox"/>



Effective Overseas Learning Experiences

Determining that your school is ready to engage with overseas learning experiences for its students is an important step, but it is only a first step. Ensuring that the overseas learning experience is effective in achieving the hoped-for benefits depends on a number of factors:

- clearly stated purpose and aims linked to the School Strategy Plan
- sufficient lead-in and planning time
- adherence to a pre-departure, during and post-overseas learning experience framework
- incorporation of processes and activities designed to enable students to reflect on their experiences and how they can respond to them
- effective engagement strategy with teachers and staff, students, parents, school and broader community
- motivated and well-prepared teachers, students and parents
- embedded in the school's curriculum
- capacity for the in-country experience to have a multiplier effect in the school community
- accountability to school community.

These factors are addressed in the following sections which deal with the learning and teaching and organisational aspects of the pre-, during and post-experience stages of the overseas learning experience for students.

Action Overview

The following action overview (Table 3) covers the curriculum and organisational aspects to be addressed in the planning, implementation and evaluation of overseas learning experiences for students. It is intended as a guide and reference point for schools in the development of the proposal and to assist in planning; recognising that a lead-up time of 12 months will probably be required to ensure successful implementation. Items in the 'jump to ...' column are hyperlinked to the relevant section in this resource for ready reference.

Table 3: Action Overview

Action Overview			
Stage	Activity	Jump to ...	Outline
Before the Overseas Learning Experience	Forward Planning	Aims and purpose of overseas learning experience	Linking the experience to school policy and programs and the School Strategic Plan
		Building teachers' knowledge base	Determining current knowledge and accessing resources to build on this
	Pre-departure Organisation	Developing a proposal	Key components of a proposal
		School Council approval	Links to DEECD approval process and proforma
		DEECD approval	Regional Director approval and Emergency and Security Management Unit notification
		Liaison/planning with overseas hosts/schools	Planning and communication procedures and protocols
		Accommodation arrangements	Consideration of homestay accommodation
		Engagement of travel agent	Services provided by a travel agent
		Fundraising/sponsorship	Options for reducing travel costs
		Information for teachers, students and parents	Seeking interest and keeping the community informed
		Selection of staff and students	Processes and criteria
		Final details and preparation	Pre-departure information: checklists and consent forms
	Registering with the Australian Department of Foreign Affairs and Trade (DFAT)	Links to relevant DFAT resources	
	Pre-departure Learning and Teaching	Planning curriculum programs and activities	Embedding the overseas learning experience in the curriculum, focus questions for teachers, and examples from Victorian schools
		Developing intercultural understanding: and students' knowledge base pre-departure learning activities	Pre-departure activities to build intercultural understanding and students' knowledge base
Engaging with the overseas learning experience: examples from Victorian schools		Pre-departure activities to engage students with the study program	

Stage	Activity	Jump to ...	Outline
During the Overseas Learning Experience	In-country Organisation	Daily organisation and planning	Planning for a satisfying and rewarding experience for all
		Engagement	Communicating with school and home
	In-country Learning and Teaching	Developing intercultural understanding and students' knowledge base	In-country activities for developing intercultural understanding and students' knowledge base and reflecting on the experience
		Personal reflection: graphic organisers	Alternative ways for participants to record their experiences
		Curriculum programs and activities	In-country activities planned or commenced prior to departure

After the Overseas Learning Experience	Post-experience Learning and Teaching	Developing intercultural understanding and students' knowledge base	Activities to enable students to reflect on intercultural experiences and their knowledge base and revisit pre-departure expectations
		Incorporation into school programs	Students returning from overseas share their learning with classmates (and in-country partners)
	Sharing the Experience	Sharing information and key learning	Sharing the experience with the school community
		Professional learning for educators	Building wider educator awareness of the overseas learning experience and its place in the school curriculum
		Maintaining partnerships	Encouraging relationships with international partners to grow
	Reflecting on and Evaluating the Experience	Reflection and evaluation	Choosing appropriate ways to reflect on, evaluate and report on overseas learning experiences

Before the Overseas Learning Experience

Forward Planning

This stage involves curriculum planning and organisational arrangements. In practice these activities will overlap and occur simultaneously. Schools indicate that effective planning and organisation requires around 12 months.

During this stage engagement occurs with School Council, staff, students, parents and DEECD. If this engagement is to be effective, it is vital that the staff members proposing an overseas learning experience understand how the program fits into the School Strategic Plan. They should also have a thorough understanding of the planning required to ensure their knowledge base is sufficient to lead an overseas learning experience.

Aims and Purpose of Overseas Learning Experience

Clarity about the aims, purpose and target group of students for the overseas learning experience is important for gaining in-principle School Council support and for generating essential information for staff, students and parents.

The following examples show how some schools in Victoria have demonstrated effective engagement strategies regarding their international education programs and overseas learning experiences.

- In its [Vision and Values](#) statement, Balwyn High School includes ‘an international perspective’ and ‘responsible global citizenship’ among the skills, attributes, knowledge and personal qualities it nurtures in its students.

- An [exchange program](#) with Phuoc Tien Primary School in Nha Trang, Vietnam is one aspect of Footscray Primary School’s commitment to [international education](#).
- Rowville Secondary College states the goals and activities of its [sister school program](#) on its website.

Building Teachers’ Knowledge Base

Teachers must be clear about and comfortable with the roles, responsibilities and accountabilities associated with taking groups of students overseas.

The nature and extent of teachers’ personal and professional knowledge and understandings required for the overseas learning experience will depend on the specific aims and purpose of the experience.

In preparing themselves for the experience, teachers require:

- an understanding of cultural, belief and language issues and practices related to the places to be visited
- knowledge of the histories, geography, society, arts, literature and languages of the destination.

They can draw on:

- prior personal travel experiences
- other staff members’ knowledge
- experiences of other schools
- school, parent and community resources
- links with organisations (for example the [Asia Education Foundation](#), [Goethe-Institut](#), subject associations)
- guidebooks, travel websites and online forums
- embassies and consulates.

A well-developed knowledge base of the places to be visited is not only important for the teachers, but for communicating with students and parents and for developing teaching and learning activities for students.

Completing the ‘Engage in the Overseas Learning Experience’ reflection activity (see Table 5) in the forward planning phase of the overseas learning experience will help teachers to direct their planning so that the existing knowledge base is accessed, the experience meets the needs and expectations of the participants, and participant learning is captured and shared. It is important to remember that ‘participants’ in an overseas learning experience refer to both students and teachers/leaders.

It is important to benchmark participants’ existing knowledge, cultural understanding and attitudes at a very early stage of pre-departure planning, so that the impact of the overseas learning experience can be quantified. One way that data can be collected is to conduct pre- and post-experience surveys. The DEECD 2011 Field Trials of Overseas Learning Program Student and Teacher Surveys could be used as a model for schools to adapt to their own circumstances as a pre-departure survey. Asking participants to complete the survey again after returning to Australia enables the school to gauge the impact of the overseas experience.

 **Pre-departure Student Survey**

 **Pre-departure Teacher Survey**



Table 5: Engage in the overseas learning experience

Engage in the overseas learning experience	
<i>Pre-departure</i>	
1.	What do we know about ourselves, our community, workplace, state and country that will help us as leaders/educators/participants in the overseas experience? How do we benchmark our existing knowledge? <ul style="list-style-type: none">• personal values, beliefs, lifestyle and knowledge of and attitudes to other cultures• Australian identity: national, regional, local values, belief systems and culture• professional/learning identity: education system, school culture and structures and educational values.
2.	What cultural knowledge and understanding do we need to have about the country/region we are visiting? How do we benchmark our existing cultural knowledge and understanding? <ul style="list-style-type: none">• social behaviour and etiquette• gifts: giving and receiving.
3.	What do we expect to/want to discover and learn in the country/region we are visiting? <ul style="list-style-type: none">• histories, geography, society, arts, literature and languages of the destination.
4.	How do we share our emerging learnings? <ul style="list-style-type: none">• sharing with classmates, families and the school community.
<i>In-country</i>	
5.	How can we capture our key learnings about the cultures of the place we visit? <ul style="list-style-type: none">• personal and group reflection• maintenance of written/digital records• responding to the questions posed/expectations identified prior to departure.
6.	How will we share our learnings as the experience unfolds? <ul style="list-style-type: none">• group blog/wiki• social media posts: text, audio, video and still image.
<i>Post-experience</i>	
7.	How will we share our key learnings with colleagues/students/wider school community? <ul style="list-style-type: none">• presentations to school community (year level/whole-school assembly, staff meeting, School Council meeting)• blog/school webpage or newsletter.
8.	Do we have a responsibility to maintain the connections with students, teachers/schools/other institutions in the overseas setting? If so: What can we offer? What do we want in return? What level of connection is feasible and sustainable? <ul style="list-style-type: none">• sister-school partnerships• collaborative learning projects• reciprocal visits• e-pals.

Pre-departure Organisation



Schools must invest significant time and effort in planning and organising overseas learning experiences for students. Duty-of-care issues, regulatory requirements and behaviour expectations should be understood by all participants. Clearly defined itineraries and travel and accommodation arrangements are also necessary components of the planning process.

Knowledge and understanding of DEECD regulations and compliance requirements are essential to this planning process. Relevant requirements can be found in the [Safety, Emergency and Risk Management](#) and [Student Safety](#) sections of DEECD's *School Policy and Advisory Guide*.

Development of a detailed proposal for the overseas learning experience is a key step in the planning process. Proposals provide school leaders and School Council with information upon which to base approval. They also pave the way for effective engagement with staff, students and parents.

Developing a Proposal

Mapping international education programs and activities across the school and using the **School Practice Rubric** and **School Readiness Checklist** will enable a school to identify its existing knowledge base and areas of engagement and to determine future directions. This process should inform the aims and purpose of a proposed overseas learning experience. The proposal should also reflect the school's Strategic Plan, policies and curriculum. Development of the proposal for the overseas learning experience is at the heart of the pre-departure stage of implementation. It should draw together the initial preparation, curriculum planning and organisational aspects of the experience.

Proposals for the consideration and approval of the principal and School Council should cover:

- purpose and intended outcomes
- links to school vision, policies and Strategic Plan

- links to curriculum programs and school activities
- person in charge
- destination, dates, duration
- year level(s)
- student safety and risk-management processes and procedures
- travel, insurance and accommodation arrangements
- costs, sources of funds and fundraising
- process for selecting students and staff
- processes for communicating with students and parents
- outline of pre-, during and post-overseas experience requirements, activities and communication procedures
- key contact persons/organisations for travel and in-country experiences and activities.

School Council Approval

All overseas travel must be approved by the School Council. The DEECD website provides information concerning the [approval process](#). The [approval proforma](#) for all excursions and activities requiring School Council approval can also be downloaded.

DEECD advises that these forms:

have been developed in view of legal advice received by the Department to ensure that schools' legal obligations with regard to the duty of care towards students are met. Schools should not undertake substantive modifications to the wording or remove questions contained in these forms, without the prior approval of the Department's legal branch.

DEECD Approval

Following approval by School Council, the school is required to submit the proposal to the Regional Director for approval.

Relevant details about approved excursions must be provided to the Department's Emergency and Security Management Unit using the [online notification form](#) (username PIN and password required).

This notification must be provided at least three weeks prior to the overseas learning experience.

Liaison and Planning with Overseas Hosts/Schools

In many instances, development of the overseas learning experience proposal will require close liaison with hosts/schools and key persons/organisations in the country/places to be visited. In these cases, the establishment of planning and communication procedures and protocols will be necessary.



Partnerships with overseas institutions – Chris Rodier, Rowville Secondary College International Programs Coordinator and Linda Flynn, Mount Clear College principal

[transcript](#)

Accommodation Arrangements

An important consideration in planning overseas learning experiences is whether or not a homestay will be included. Homestays provide students with significant opportunities for deepening intercultural understanding and appreciation of the similarities and differences between cultures. Including a

homestay provides more exposure to the language of the host country and may also reduce the overall accommodation costs.

The age of participating students, their welfare, the potential benefits to students and the views of parents are important considerations for deciding whether homestay accommodation is appropriate. Schools should also ensure that the vetting process for homestay families is adequate and that processes for dealing with homestay problems are in place beforehand.

Feedback from schools is that the homestay is often one of the most significant aspects of an overseas learning experience and it is strongly recommended that a homestay component be included where possible.



Developing intercultural understanding through homestays – principal and teacher perspectives: Linda Flynn, Mount Clear College principal, and Emma Risby Warrnambool College teacher

[transcript](#)

Engagement of Travel Agent

The choice of a reputable, licensed travel agent is an important decision for the school. Negotiations with travel agents will involve:

- planning of the travel itinerary and travel arrangements
- preparing travel and insurance information and requirements for students, parents and the school
- costing of the overseas learning experience.

Fundraising/Sponsorship

Once the costs have been established schools may choose to undertake fundraising or seek sponsorship to subsidise the experience for students whose parents/guardians cannot afford to pay the full cost.



Pre-departure preparations – fundraising: Joanne Johnson, Rowville Secondary College teacher

[transcript](#)

Information for Teachers, Students and Parents

In the early stages of planning, expressions of interest from students (parents) and teachers can be sought in order to gauge the viability of the overseas learning experience. In doing this, the key organiser should consider whose interest is to be sought, how information can be effectively disseminated to interested parties and what information they need to make informed decisions about their level of interest.



Example of preliminary information for parents: cover letter, expression of interest form and itinerary



Pre-departure preparations – keeping parents informed: Deborah Harman, Balwyn High School principal

[transcript](#)

Selection of Staff and Students



Selection processes for staff and students should be transparent and include an application process, short-listing and interviews conducted by a selection panel.

Prior to the selection process, staff, students and parents should be provided with an outline of the overseas learning experience, its aims and purposes, the process and criteria for selection and the commitments required.

Staff should be informed of their responsibilities before they apply to participate in the overseas learning experience. They should have a clear understanding of:

- the nature and aims of the overseas learning experience and its place within the school curriculum
- their duty-of-care responsibilities
- additional responsibilities, which may include:
 - o participating in student selection
 - o planning and implementation of overseas learning/research projects
 - o liaising between homestay families and the students' families

- o representing the school at official functions
- o understanding and managing the medical requirements of students
- o guest teaching in the host school
- o post-experience activities and follow-ups (e.g. changes to curriculum and sister-school relationships developed), presentations and professional learning activities for colleagues and other audiences.

Schools must ensure that accompanying adults who are not registered teachers have completed a [Working with Children Check](#).

Suggested criteria for selection of staff

- understanding of the nature and purpose of the overseas learning experience and its place within the school's curriculum and links to the School Strategic Plan
- high-level communication and social skills and relevant language skills
- personal and professional qualities enabling them to be ambassadors for the school, Victorian education system, their community and Australia

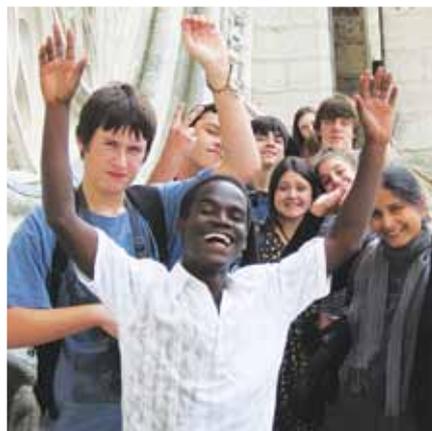
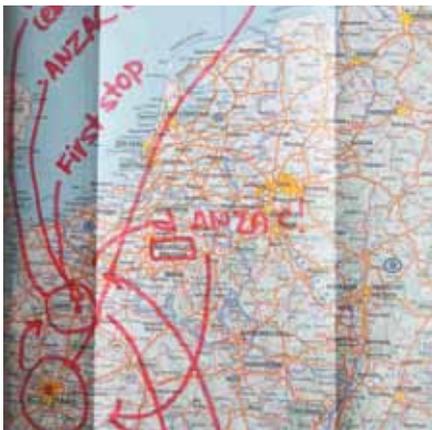
- first-aid training
- high-level planning and organisational skills
- ability to liaise and negotiate with key personnel in the overseas setting
- appropriate qualifications for specific outdoor activities that may be included in the experience.

Suggested criteria for selection of students

- capacity to be ambassadors for their school, community and country
- capacity to work effectively in a team
- good communication and social skills
- ability to undertake and maintain engagement in learning activities/ research projects prior to, during and after the overseas learning experience.

Consideration should also be given to identifying students who might benefit most from the overseas learning experience; for example, students at risk of disengagement.

Once students and staff have been selected, schools should provide an immediate opportunity for parents and students to meet with all staff who will be travelling with the group.



Final details and preparation

In the weeks prior to travelling overseas it is important to attend to final organisational matters including:

- setting expectations for students and staff
- allocating responsibilities
- ensuring the [relevant consent forms](#) have been completed and lodged by parents
- ensuring that student and staff [medical information forms](#) have been completed and lodged
- confirming travel and personal insurance arrangements
- establishing codes of conduct/ participation agreements
- briefing participants on
 - o clothing and toiletry requirements
 - o travel and luggage requirements
 - o money and gift arrangements
 - o resources/stationery items to be taken
 - o communication with school/home: telephone and internet access
 - o establishing mechanisms for capturing learning while overseas (including high-quality photographs and video records).

It is essential that staff meet with participating students regularly prior to departure. Knowing the students — their hopes, expectations, current knowledge base, anxieties, feelings, anticipated learning — is a pre-condition for ensuring that opportunities for learning are maximised. To prepare students for the intercultural challenges, see p 24.

Pre-departure Information and Sample Forms

The following downloadable examples of pre-departure information and

sample forms/record sheets have been assembled following visits to schools and conversations with principals and teachers.

These documents should be regarded as examples only and could be used to assist the design of school-specific information notices and forms. The nature and purpose of overseas learning experiences will determine the content and detail of documents prepared by individual schools.

Download Pre-departure information for students

Download Pre-departure checklist

Download Participant information forms

Download Sample code of conduct

Download Permission for photographing/ filming students

Registering with DFAT

Schools must register their overseas travel plans with the [Department of Foreign Affairs and Trade \(DFAT\)](#). This enables DFAT to respond to travellers' needs more quickly should dangerous or exceptional circumstances arise.

Before travelling overseas, schools should check the [Smartraveller](#) website, the Australian Government's travel advisory and consular assistance service. This site provides up-to-date government travel advice for all countries as well as useful travel information and tips.

Pre-departure Learning and Teaching



Planning Curriculum Programs and Activities

Embedding the overseas learning experience into the school's curriculum programs will assist in maximising learning outcomes for students. Curriculum plans that include pre-departure, in-country and post-overseas experience learning sequences and activities represent the most effective way to achieve this.

Ideally, curriculum programs and activities should be inclusive of all students. They should also refer specifically to the overseas learning experience and the range of activities intended for participating students.

All students should be engaged in activities designed to:

- determine their current levels of knowledge, understanding and cultural awareness of the places to be visited
- pose questions that can be used as the basis for research and inquiry related to the overseas learning experience.

Posing research and inquiry questions to the whole group, not just those students who will go overseas, helps to embed the experience into the curriculum and will give participating students the opportunity to provide focused reports to students while overseas and on return.



Student engagement in overseas learning: Ben, Ballarat South Community Learning Precinct student

[transcript](#)

Developing Intercultural Understanding: Pre-departure Learning Activities

The development of intercultural understanding is a general capability of the Australian Curriculum:

In the Australian Curriculum students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and

engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people.

[Australian Curriculum: Intercultural Understanding](#)

Many schools prepare a range of pre-departure material for teachers, students and parents that includes information on the customs and cultures of the countries they intend to visit. These 'what to expect' documents provide a quick overview to guide culturally appropriate behaviour in-country and to avoid offence and ensure respect. It is important, however, that preparation goes beyond a list of cultural 'do's and don'ts', as such a list can inadvertently 'blind' students to anything outside the listed set of expectations.

Behaviour can be ambiguous in that the same action may have different meanings in different situations and no-one can be armed with information for every contingency. Instead, students need to first understand the assumptions and values that guide their own cultural behaviour. This can then be compared with what is found in the 'other' culture. Essentially, students need to understand their own cultural drivers in order to build their intercultural understanding through overseas learning experiences.

The following activities are designed using these concepts and reinforcing the need to **assume difference instead of similarity** when working across cultures. These activities could be incorporated into general classroom learning or could be part of a planned pre-departure briefing program. The activities will help teachers find out what students already

know and what they expect and will provide a reference point to build on in-country and revisit on return to Australia.

Cultural Comfort Zone

Students identify their cultural learning zone and understand the difference between this zone and their cultural comfort zone on one hand and their panic zone on the other.

Pictures of Perception

Students recognise that 'typical' images are often stereotypes. This activity is particularly useful as a preparation for a post-experience reflection on their own changed perceptions.

Origins of Culture

Familiar topics, such as food, clothing and the physical environment, are used to alert students to the role of culture in everyday life and how it is represented. This activity can be used as a stimulus for an in-country investigation.

Download

Teacher instructions
for pre-departure
learning activities

Planning for In-country Learning

Developing Curriculum Programs and Activities: Focus Questions for Teachers

- What do my students already know about the country they are visiting?
- What do my students want to find out about the country they are visiting?
- What are the key focus areas/inquiry questions I want students to engage in as part of their overseas learning

experience?

- What pre-departure, in-country and post-experience activities should be included to support learning and reflection?
- What resources can I use to support the overseas learning experience?
- What Web 2.0 tools could students use to investigate and collaborate with students in the sister school (if applicable)?
- How will I support students' learning throughout the overseas learning experience?
- How will I evaluate and assess the learning activities?

Examples of Curriculum Plans

Depending on the nature and purpose of the overseas learning experience, it would be mutually beneficial where there is an overseas sister school to plan the in-country learning activities in collaboration with the host school.

Connections 2010 Classroom Project

Twenty Year 9 students and four teachers from Balwyn High School and Glen Waverley Secondary College participated in the Victorian Government's Connections 2010 classroom project at the World Expo in Shanghai. Over a six-day period students were engaged in a sequence of contemporary, inquiry-based learning activities related to the expo's theme: 'Better City, Better Life'. The students' research question was 'Can cities make for better lives?'. Undertaking the unit of work in an overseas setting enabled students to engage in comparative studies and to draw on resources available through the expo. The unit of work was developed

“ In a pre-trip survey, 59 per cent of students said they had already changed their impressions of the destination country, primarily through pre-trip research, information provided by teaching staff and 'Googling' with their families. Knowing that they would be going there stimulated a desire to know and understand that would not have been generated by a normal curriculum approach. ”

[DEECD Overseas Study Program Field Trials Evaluation Report \(2009: p 10\)](#)



in the context of the Victorian Essential Learning Standards (VELS) and the e5 instructional model. Its intended learning outcomes were:

- Students will be able to demonstrate understanding of factors that contribute to urbanisation and the effects of urbanisation on people and the environment.
- Students will be able to explain and evaluate a range of approaches cities are undertaking in order to improve overall living standards.

The intended skills outcomes of the inquiry were:

- Students will be able to effectively select and use a range of learning technologies to visualise thinking, create and communicate.
- Students will be able to explore, practise and reflect on effective personal and collaborative learning strategies.



Connections 2010 Classroom Project: Can cities make for better lives?

Inquiry-based Project: Anzac Commemoration Service in France

Students from five government schools in Southern Metropolitan Region travelled to France in 2011 as part of a DEECD-funded overseas learning experience, which included attending an Anzac day dawn service in Villers-Bretonneux, France. To enhance their understanding of the experience, students undertook inquiry-based projects that drew on ideas from various key learning areas. The projects were developed using an Understanding by Design Framework:

Stage 1: identifies desired results

Stage 2: identifies assessment evidence

Stage 3: outlines a learning plan.

Students undertook their projects with reference to a concept map identifying the links between their research question and various VELS strands, domains and dimensions.



Anzac project design



Anzac project concept map

A Teaching and Learning Framework for a Malaysian Learning Experience

Teachers from Colac Secondary College, supported by the regional LOTE consultant, developed a teaching and learning framework for a Malaysian overseas learning experience in July 2011. The framework sets out the learning objectives for different domains within the curriculum, the learning activities to be undertaken in Australia and Malaysia, and the ways in which students can publish and share their learning on return.



A teaching and learning framework for a Malaysian learning experience



Engaging with the Overseas Learning Experience: Examples from Victorian Schools

For many students, the overseas learning experience will be the first time away from Australia. Even for those who have travelled, a planned approach to engaging students with the overseas learning experience is vital to ensure that they understand the purpose of the study program and can make the most of the opportunities it offers.

In many instances, schools have tapped internal and community resources (staff, students and parents who have travelled overseas; and teachers of language, history, geography, economics and politics) to assist in the preparation of students prior to departure. In some schools, parents have participated with their children in these activities.

Footscray Primary School: Pre-departure Language Lessons

Chau Cong, teacher at Footscray Primary School's Vietnamese Bilingual Program, conducts weekly lessons for participating students prior to their visit to the sister school in Nha Trang. Parents are also invited to participate. Emphasis is placed on language use in situations likely to be experienced and audio and text resources are provided to help students (and their parents) practise at home.



Mount Clear College: Pre-departure Learning Activities

Prior to their visit to Gallipoli in 2009, students from Mount Clear College participated in an Art Competition with the theme of 'Peace and Friendship'. Students at Mount Clear College's sister school, Gallipoli Anatolian High School in Turkey, also participated in the competition. Prizes were awarded on Anzac Day.

Hampton Park Secondary College: Overseas Learning Experience Booklet

Staff from Hampton Park Secondary College, accompanying students from five schools on a trip to France, designed a booklet for students to refer to before and during their overseas learning experience and to keep as a memento of it. The booklet contained (among other things) travel tips, itinerary, language activities and space for journal writing.



**Pre-departure learning:
Deborah Harman,
Balwyn High School
principal**



During the Overseas Learning Experience



The nature and purpose of the overseas learning experience will impact on the teaching and learning, organisational and engagement components of the in-country learning experience for students. Individual student exchange programs will differ from language and cultural study programs, as will sporting programs and visits to, and activities undertaken with, sister schools.

In-country Organisation

Forward planning and organisation in conjunction with hosts, tour operators and guides will assist in making the experience a satisfying and rewarding one for students and staff.

At all times, it is important to place priority on the safety and physical and emotional welfare of all students. Staff are required to ensure that all necessary duty-of-care arrangements and procedures are in place and activated when necessary.

Daily Organisation and Planning

Continuing attention should be directed to:

- awareness of risks and procedures for managing them
- protocols and etiquette required for specific occasions
- adherence to agreed codes of conduct
- sharing of responsibilities
- accommodation and travel arrangements
- monitoring of student and staff wellbeing
- personal and recreational time for staff and students
- oversight of money and gifts
- security for personal items and documents.

Tour operators and in-country guides will be useful sources of information and assistance in many instances.

Communication

Organising times for contact with school and family will require consideration before embarking on the overseas learning experience, particularly in the case of significant time differences.

School Contact

During the in-country experience it may be appropriate to use mobile telephone and other technologies to provide updates and progress reports to school leaders and staff at the home school.

Students can be encouraged to prepare brief reports of their experiences and to send initial responses to questions posed pre-departure via blogs and wikis. They also could be encouraged and supported to provide written and photographic 'snapshots' of the experience for inclusion in newsletters and on the school's website.

Home Contact

It is important that schools develop policies and protocols related to contact with home and that these are discussed with parents and students prior to the overseas learning experience. It may be appropriate for students, particularly primary school students, to be able to contact parents/guardians at times agreed and specified prior to departure. The cost of telephone contact may be prohibitive and therefore text messaging, email and networking technologies may be more viable options.



Using technology to stay in touch: Chau Cong, Footscray Primary School teacher



In-country Learning and Teaching

There will be many unintended learning outcomes for students as they encounter experiences that take them outside their existing frames of knowledge, understandings and attitudes. Capturing this new learning, for example via photographs, video, daily journal writing, blog and phone messaging, is an important aspect of the overseas learning experience. Notwithstanding this, it is important that there are structured learning activities that link with the school's curriculum and that enable the students to engage with the world around them.

Developing Intercultural Understanding: In-country Learning Activities

Activities that build students' intercultural understanding by first helping them to recognise their own cultural drivers were

introduced in the *Pre-departure Learning and Teaching* section. The following activities are based on this principle.

Daily Bread

Students play cultural detective – using interviews and observation to examine a narrowly defined activity (in this case, how people eat breakfast). This activity encourages students to test their assumptions about similarity while developing their research skills.

Look Who's Talking

Students observe different elements of non-verbal behaviour and use prompts to examine the nuances of the observed behaviours in more depth.

School's Out

Like the Daily Bread activity, students play cultural detective, but this time they investigate a familiar cultural scene, such as a school or a shopping centre, and use ethnographic techniques to concentrate on observation and resist the temptation to jump to conclusions. (Ethnography can be broadly defined as a method of social research committed to studying the cultural patterns, shared beliefs and behaviours of others in their natural setting.) The data collected in the School's Out activity may be used for in-country group reflection or shared with classmates in Australia in the School's Back In post-experience intercultural understanding activity.



Teacher instructions for in-country learning activities

Personal Reflection: Graphic Organisers

Taking time to reflect on the travel experience during the experience itself provides a valuable record for the traveller. However, trying to convey

experiences in written form can be overwhelming. Using graphic organisers as prompts for jotting down immediate reactions is one way to make a record of observations and reactions for later reflection.



Sample graphic organisers

Curriculum Programs and Activities

Curriculum programs developed and commenced prior to the in-country experience can be further implemented as the experience unfolds for students. Students can be engaged in activities that build on and flow from the pre-departure learning activities. Such activities, depending on the nature of the experience, enable students to:

- reflect on and process their new experiences
- undertake research/inquiry-based projects
- pursue questions posed prior to the overseas experience and to frame responses ready for reporting on return
- develop communication skills in the context of maintaining records, planning and preparing reports and presentations in-country and on return
- develop team and leadership skills in the context of maintaining records, planning and preparing reports and presentations in-country and on return
- develop skills related to the use of a language other than English
- use technology to reflect, capture and present learning.

In some instances, joint learning projects and activities with students in the host-school may be possible with teachers working collaboratively to plan and implement such activities.

After the Overseas Learning Experience



On their return, students and teachers will have a rich store of knowledge and new understandings that can be shared with fellow students, colleagues, parents and friends, and members of the wider community. They will also become sources of information and resources to be incorporated into the school's teaching and learning programs.

Post-experience Learning and Teaching

Developing Intercultural Understanding: Post-experience Learning Activities

The process of developing intercultural understanding does not stop once participants return from their overseas learning experience. On the contrary, the sensory overload of overseas travel can make it difficult to maintain perspective. Consequently, it is vital that time is given upon return to reflect on and discuss

observations and possible meanings of those observations.

The Pictures of Perception activity outlined in the *Pre-departure Learning and Teaching* section is designed specifically as a 'pre- and post-' activity. Other activities described in the *Pre-departure* and *In-country Learning and Teaching* sections can also be revisited after returning from the overseas learning experience.



Teacher instructions for post-experience learning activities

Incorporation into School Programs

Students returning from overseas can prepare and deliver individual and team reports for whole classes. Doing so will not only enable students to process their direct experience of other countries and cultures, but also help them to organise their thinking and to decide on

the most appropriate ways in which to communicate their findings and new learning. Where these are aligned to the planned curriculum programs they will be more likely to have an impact on other students.

Many schools have promoted and encouraged the use of various media (including print, video, podcasts, audio-visual presentations and web pages) for this purpose in an inquiry-based learning framework. Use of the Ultranet will facilitate access by students and staff to the resources thus created.

In the case of student exchange programs and visits to sister schools/host schools, reporting back to the hosts regarding the value of the experience is a powerful learning activity for students. A reciprocal arrangement is even more powerful and enhances international and intercultural relationships.

Sharing the Experience



Schools have adopted a variety of approaches for sharing the overseas experience within the school and the wider community.

Undertaking reporting and sharing activities sends a clear message that the school is strongly committed to embedding international education into school programs and practices and providing students with the opportunity to develop knowledge, skills and attitudes that will enable them to operate effectively in an increasingly globalised world.

Further, reporting the outcomes of the overseas learning experience to the School Council, staff, school community and broader community is a demonstration of its accountability.

Sharing Information and Key Learning

Activities could include:

- presentations to year level and whole-school assemblies
- presentations to staff
- report and presentation to the School Council
- school displays of student writing, photographs, artefacts and videos

- presentations to parents, community members, local businesses, community organisations and civic leaders
- preparation of media releases for distribution within the wider community and to local newspapers
- podcasts, vodcasts and vignettes for the school's website
- articles for the school's newsletter
- letters to overseas hosts/institutions.

Professional Learning

Teachers participating in overseas learning experiences for students have a responsibility to engage colleagues in professional learning opportunities related to the experience. Doing so can draw them into the key learnings from the experience and potentially enrich the school's curriculum programs through sharing resources and different approaches to learning and teaching, expanding knowledge bases of the country visited and indicating the range of outcomes of the overseas learning activities for students.

Teachers returning from the overseas experience are in an excellent position to lead workshop activities focusing on using aspects of the overseas

learning experience in the school's teaching and learning program. Practical demonstrations of how the overseas experience can be incorporated into school practices enhance the school's commitment to international education. They also provide a deeper understanding of the benefits of the experience for students, staff and the school.

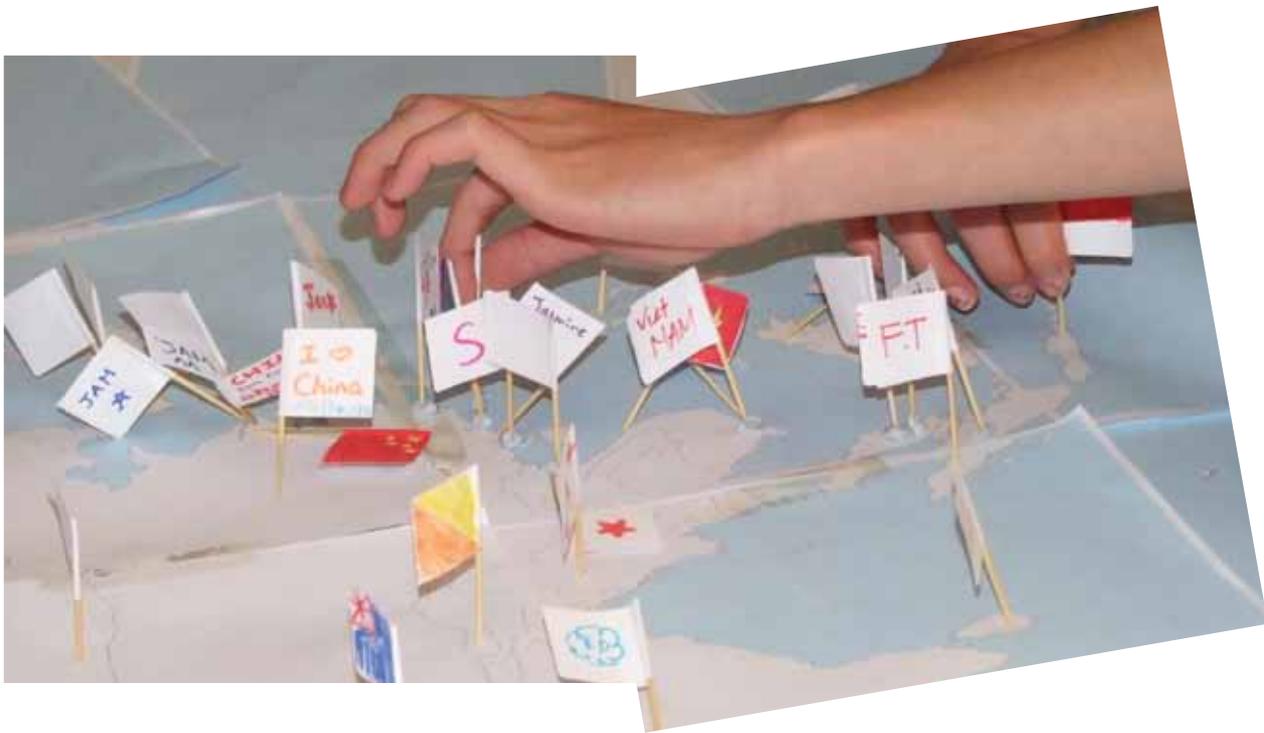
Maintaining Partnerships

Where continuing partnerships between Victorian and overseas schools operate, relationships between teachers and students and host schools/families in the overseas setting are at the heart of successful overseas learning experiences. In the case of sister-school arrangements where reciprocal visits usually occur, it is particularly important to cultivate and sustain positive relationships and partnerships. School leaders play an important role in encouraging the relationships and ensuring that they continue.

Providing the opportunity to maintain and extend relationships with overseas students, teachers and families is an important part of the learning experience. It reinforces the ambassadorial role of students and teachers and contributes significantly to the further development of understanding and knowledge about other countries and cultures. It can also open opportunities for the online exchange of student work and the development of collaborative learning activities that may also involve students who did not participate in the overseas experience.

Maintaining professional relationships between school leaders and teachers can lead to the development of collaborative learning projects and the exchange of teaching and learning resources.

Reflecting on and Evaluating the Experience



Post-experience learning and teaching activities, sharing the experience with the school community and providing professional learning for teachers – the focus of the previous section – all assume reflection on the part of overseas learning experience participants. Making time for these and other reflective activities upon return to Australia is essential for the learning that has taken place overseas to gel and to enable participants to articulate how the experience has changed them.

It is also important for the school, as part of its regular monitoring and review processes, to evaluate the overseas learning experiences for students. Data for this evaluation, which may be drawn from participant surveys and post-experience debriefing for example, should be collated, analysed and recorded in detail. This record then serves as an

information base for staff and School Council. It enables teachers to see the potential for using the experiences in teaching and learning programs and activities for all students. It will also serve as a useful reference point for planning future overseas learning experiences.

The evaluation should enable reflection on what went well and what didn't work so well in relation to the pre-departure, in-country and post-experience stages of the program. It should also consider the impact on teachers, students and the wider school community and make suggestions for future planning of similar experiences.

It is vital that evaluation reports are comprehensive and that information is stored in a readily-accessible form and place. It can also be useful to provide a summary of the detailed report and to use a consistent format for summarising

each subsequent group's report. The summary should be linked to the full report for cross-referencing.

Table 6 on pages 31–32 is a suggested format that schools could use or adapt to establish and maintain a summary record of overseas learning experiences for students for the purposes of dissemination to future overseas learning experience planners.



Sample post-experience participant survey

Evaluation Summary

What has been the impact on?

Students:

Teachers:

School teaching and learning programs:

School community:

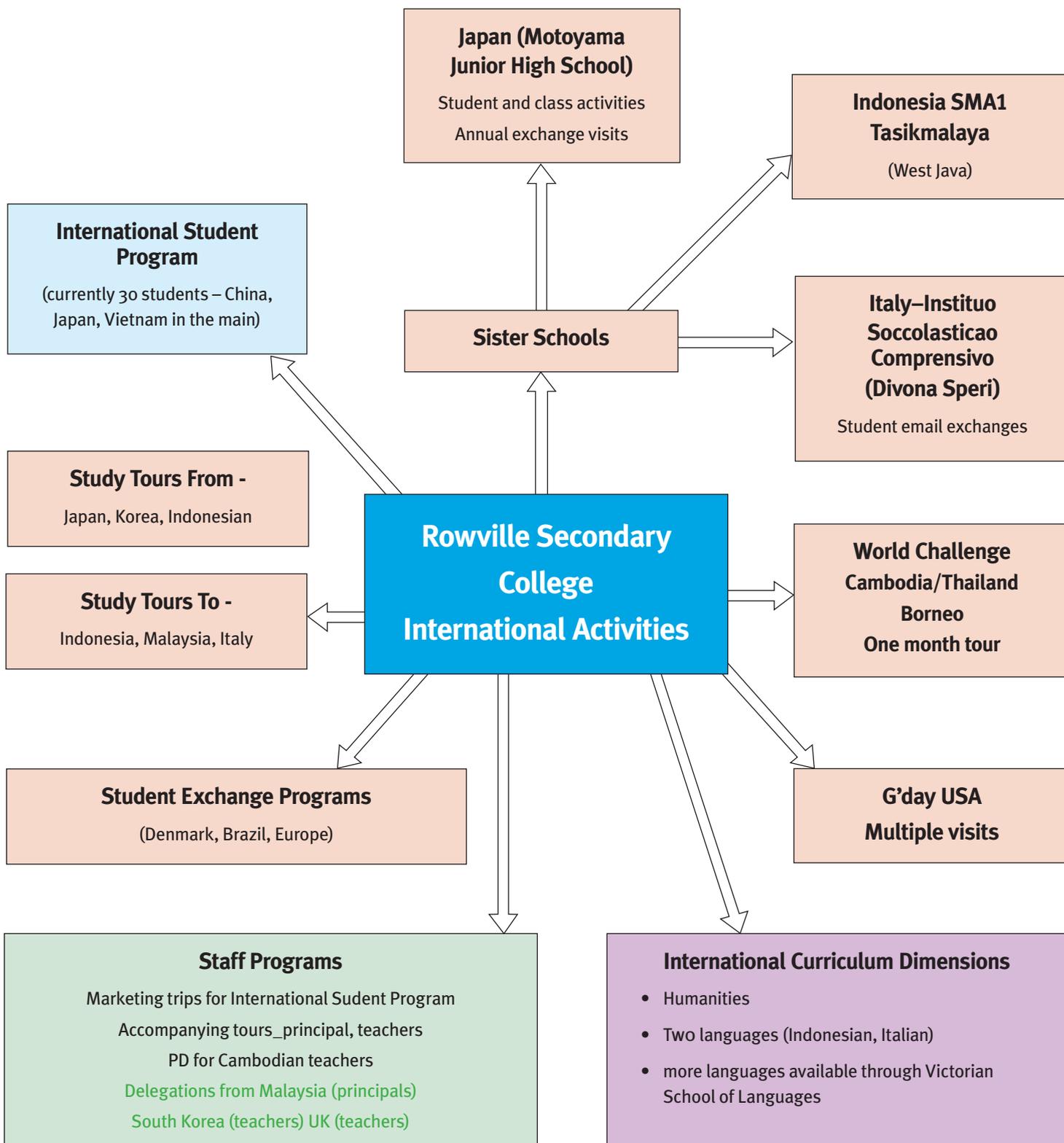
Suggestions for next time

Pre-departure:

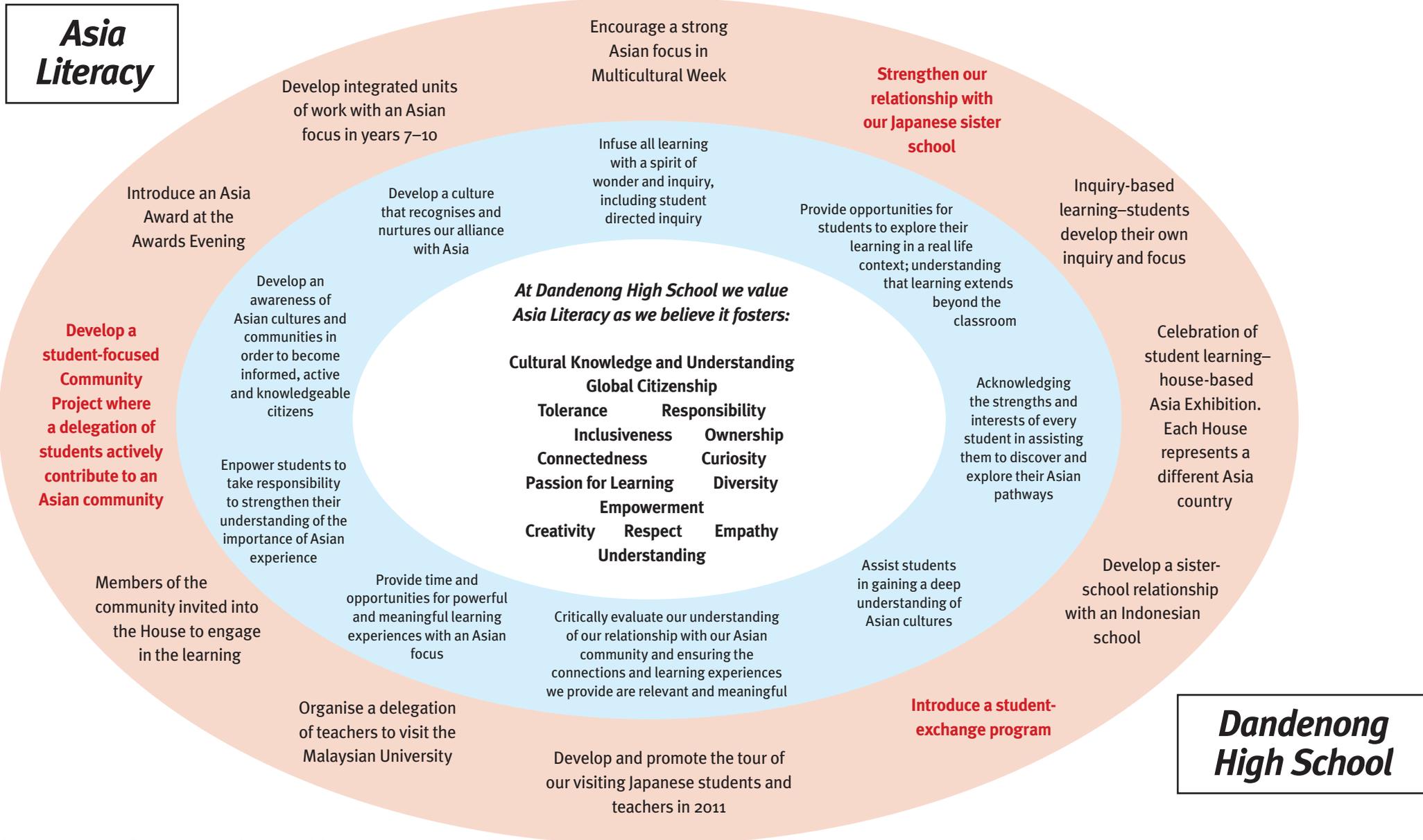
In-country:

Post-experience:

Mapping International Education: An example from Rowville Secondary College

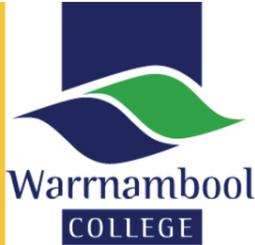


Mapping the School's International Activities: Dandenong High School



THE STUDENT AS LEARNER

- Has the capacity and capability to learn, understand and engage in their studies and develop deep self-knowledge
- Possesses prior knowledge and understanding they bring to their studies and educational opportunities available to them
- Has the capability to consider new ideas, theories, values, attitudes and alternative views
- Has empathy for members of the community that is reflected in their capacity to care, understand and engage with others in an honest and open manner
- Is able to build upon past educational experience (knowledge, skills and abilities) to enhance their capacity
- Seeks challenges with an aim to increasing knowledge and understanding
- Demonstrates a desire to seek self-improvement
- Accepts responsibility for their own learning and ability to contribute positively to the learning environment to the benefit of all learners
- Has a responsibility to seek deep self knowledge and understanding
- Takes responsibility for their personal development an ability to contribute to our society
- Works with others to solve problems
- Connects learning with 'real life' situations
- Works towards developing personal autonomy, maturity and independence
- Develops the capacity to be a productive and active member of the community
- Develops an understanding of the challenges the community faces in a global context



“An innovative, safe and sustainable school that promotes confidence, responsibility and a love of learning”

☞ LOTE Week

☞ Attendance at Performances - Sadako and 100 Cranes

☞ Visiting Author - Alice Pung

☞ Asian Cooking - all Food Tech Classes

☞ Quotations around College linked to learning a second language

☞ LOTE Room ownership

Connection with the Asian Region

Visits by Principals - India and Indonesia
Student Study Tours - Malaysia, Indonesia, Japan, New Caledonia

Inter Country Professional Learning - Support for Indonesian Principals

Sister School Relationships - SMA3 / Miura

Teacher Study Tours - Korea, China, Vietnam, Indonesia, Malaysia, Japan

Homestay opportunities for local families - Hosting international students

☞ Strategic Plan

☞ Annual Implementation Plan - Whole School Priority

☞ Leading 21st Century Schools - Engage with Asia - Ongoing evaluation to promote reflection for improvement

- ☞ Philosophy of “lead from the top”
- ☞ Development of a Cultural Literacy Professional Learning Team - Action Research Model
- ☞ Involvement in Leading 21st Century Schools initiative
- ☞ Role Modelling - language of involvement, hosting Principals from Asia
- ☞ Promotion of cultural literacy
- ☞ Tours to Asia - development of teaching unit (Korea) using E5 frame
- ☞ Student teachers throughout Vic for Indo
- ☞ Professional Development delivered based on Warrnambool model

Professional leadership

Stimulating and secure learning environment

Learning communities

Accountability

High expectations of all learners

Enhanced opportunities for learning

- ☞ Use of technology to enhance learning, support diversity
- ☞ World Challenge trips - Vietnam, Cambodia, Thailand
- ☞ Student exchange - Warrnambool College / SMA3 / Miura
- ☞ LOTE Lectures - Senior students across schools in our Network
- ☞ Promotion of learning language at school

Initial audit of Studies of Asia across curriculum New curriculum developed across the college:

☞ Interdisciplinary approach Art - Japanese artist / Food Tech and PE (Self Defence)

☞ Year 7-8 English and SOSE - core focus on Ancient China and Medieval Japan - introducing Korea next year

☞ Year 9 Global Studies Unit

☞ Year 10 Changing Environments Elcetive

☞ Year 11-12 Art - Asia emergence in contemporary Art

Focus on teaching and learning

Purposeful teaching

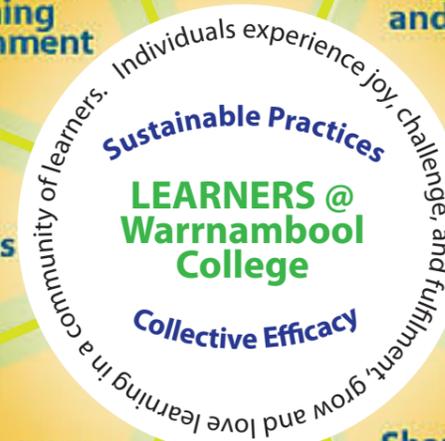
Shared vision and goals

☞ College Policy and Action Plan / resourcing

☞ Global citizenship a core value

☞ Three LOTE options in curriculum

☞ Raising awareness at Network Principal level



THE TEACHER AS LEARNER

- Recognises the difference between students
- Develops a knowledge of each student
- Modifies curriculum, where required, to meet individual student needs
- Builds positive relationships with each student
- Identifies the developmental stages of each student
- Maintains Intellectual Standards
- Provides explicit criteria about the quality of work students are expected to produce
- Enhances students' capacity to learn
- Promotes intellectual quality through passionate and deep understanding of their teaching area
- Builds students' understanding of themselves as learners

Environment

- Establishes effective classroom procedures
- Promotes mutual respect and understanding
- Models language and establishes behaviours that build positive relationships
- Promotes mutual respect that makes risk-taking possible

Quality Learning

- Communicates high expectations of programs to all students
- Provides learning experiences that challenges each student
- Provides explicit guidelines and criteria about the quality of work students are expected to produce and the support and processes that are available to them to meet expected standards
- Provides effective and informative feedback in regard to classroom work and formal and informal assessment

Significance

- Allows opportunities for connections to be made between studies and 'real life' situations
- Promotes connections between areas of study
- Promotes resilience, connections and independence within our learning community
- Supports the overall development of students in all aspects of the diversity of College life

Foundation Values

An imaginative and creative environment which allows us all to critically reflect on our core purpose

A respectful learning environment which encourages resilience and dignity.

A college environment which is welcoming, inclusive and sustainable.

A learning environment which values individual worth

A relational environment which promotes hope and optimism for the future of all.

A professional environment which develops collegiate efficacy

Mapping International Education

School:

Overseas Learning Experiences for Students

Overseas sister schools	
Service and community engagement projects	
Overseas student exchange programs	
Overseas learning experiences	
International student program	

Global and intercultural components of the curriculum

--

Staff engagement

Overseas educator exchange programs	
Educator professional learning	
International delegations	
Benchmarking of practice against international systems	

International Education: School Practice Rubric

Elements of international education	What are we doing?	How well are we doing?		
		Just starting	On the way	Well developed
<p>Leadership School leaders enable embedding of international education across school policies, programs and activities.</p>				
<p>School Culture The school is culturally inclusive and encourages, promotes, embeds and sustains international education in policies, programs and activities.</p>				
<p>Curriculum The school implements a curriculum that equips students with the knowledge, skills, understandings and capabilities needed to effectively participate in globalised societies.</p>				
<p>Professional learning Educators encouraged to participate in international study programs. Opportunities provided for sharing experiences, building professional practice, and using expertise to develop curriculum resources.</p>				
<p>Monitoring and evaluation The school monitors and evaluates international education programs and activities across curriculum.</p>				
<p>Student, parent and community involvement The school community understands, supports and is encouraged to contribute to the international education program of the school.</p>				

School Readiness Checklist

School leaders and teachers understand the importance and significance of embedding international education into school practices.	<input type="checkbox"/>
The school has an agreed vision and purpose for engaging students in learning activities incorporating international perspectives and content.	<input type="checkbox"/>
The school has developed internationally focused curriculum programs and activities.	<input type="checkbox"/>
School leaders and staff are clear about the purpose of overseas learning experiences for students and the benefits to students, teachers and the school.	<input type="checkbox"/>
School leaders and teachers are clear about how overseas learning experiences fit into school programs and practices and link to the School Strategic Plan.	<input type="checkbox"/>
The school has identified staff with the capacity to plan, lead, coordinate and participate in overseas learning experiences for students.	<input type="checkbox"/>
School leaders and School Council are aware of the approval processes and procedures required prior to provision of overseas learning experiences for students.	<input type="checkbox"/>
School leaders and staff are aware of the organisational requirements for conducting successful overseas learning experiences for students: pre-departure, in-country and post overseas experience.	<input type="checkbox"/>
School leaders and staff are aware of the requirements and procedures for ensuring the welfare and safety of all participants in overseas learning experiences.	<input type="checkbox"/>
The school community has the resources to support overseas learning experiences for students.	<input type="checkbox"/>
The school has considered the cost of and funding arrangements for overseas learning experiences for students.	<input type="checkbox"/>
The school has established transparent processes and procedures for selecting students and staff to participate in overseas learning experiences.	<input type="checkbox"/>

2011 Field Trials of Overseas Learning Program Student Survey – ‘Before you go’

It is important that we capture the learnings from the Overseas Learning Experience to inform the evaluation of the program and further funding efforts. So before you go, we would like you to complete a survey. Then after the trip, or late in your stay, you will be asked to complete another survey.

Please take your time and complete this survey **as honestly as you can**, as what you say is very important in shaping the future of this program. Don't just write what you think we want to hear, or what other people write. Tell us what YOU think.

Confidentiality: The information you provide will be CONFIDENTIAL.
Completed surveys should be returned by

Firstly, a little about you ...

Your name: _____

Your school: _____

Your year level:

Year 9

Year 10

Your age: _____

Your gender:

Male

Female

Your overseas travel

1. Have you ever travelled overseas before?

Yes

No

If 'Yes', where to? _____

2. Apart from this program, would you have travelled overseas between now and completing school?

Yes

No

If 'Yes', where to? _____

3. Before you were selected for this program, did you intend to travel overseas when you were older?

Yes

No

If 'Yes', where to? _____

4. Before you were selected for this program, did you intend to seek work overseas when you were older?

Yes

No

5. Before you were selected for this program, did you intend to seek work that would involve overseas travel?

Yes

No

6. Before you were selected for this program, did you intend to seek work that would involve speaking a second language?

Yes

No

2011 Field Trials of Overseas Learning Program Student Survey – ‘Before you go’

Your impressions

7. Before you were selected for this program, what was your impression of the country that you will be visiting?

8. Where did you get this impression? (*You can select more than one if you wish.*)

<input type="checkbox"/>	Television and movies	<input type="checkbox"/>	Newspapers and current affairs	<input type="checkbox"/>	Friends or family who have travelled overseas	<input type="checkbox"/>	Learnt about it at school
<input type="checkbox"/>	Internet	<input type="checkbox"/>	Other (<i>please explain</i>) _____				

9. Since you have been selected for this program, has your impression of the country that you will be visiting changed? Yes No

If ‘Yes’, how has it changed? What caused this change of impression? (e.g. research, stories from people)

Your study project

10.	To what extent do you expect to gain the following benefits from your course of study/research project?	Not at all	A little	Some	A lot
	Greater understanding of <u>how</u> my host country does a specific thing (e.g. environmental factors, conservation, architecture, agriculture – whatever you are researching)				
	Greater understanding of <u>why</u> my host country does that thing in the way they do (e.g. because of history, geography, population, climate)				
	Greater understanding of <u>how</u> Australia does a specific thing (e.g. environmental factors, conservation, architecture, agriculture – whatever you are researching)				
	Greater understanding of <u>why</u> Australia does that thing in the way we do (e.g. because of history, geography, population, climate)				
	Greater insight into international culture				
	Greater insight into Australian culture				
	Improved research skills				
	Improved oral communication skills				
	Improved written communication skills				
	Improved ability to work independently				
	Improved ability to work in teams				
	Improved ability to produce a major written research report				
	Improved ability to present research findings in other ways (e.g. video, audio, photography, blogging)				
	Improved ability to speak and understand the language that I am learning at school				
	Improved ability to speak and understand another language that I am not learning at school				
	Broader view of schooling				
	Broader view of jobs and pathways				
	Greater understanding of local business, industry and career pathways				
	Greater understanding of international business, industry and career pathways				
	Skills and experience that would impress a future employer				
	Greater understanding of alternative lifestyle options				

2011 Field Trials of Overseas Learning Program Student Survey – ‘Before you go’

Your study project continued

To what extent do you expect to gain the following benefits from your course of study/research project?	Not at all	A little	Some	A lot
Other (<i>please explain – you can write down more than one if you wish</i>)				
Other ...				
Other ...				

11. Do you believe that your study project will produce information that could benefit your school and community? Yes No

12. Do you believe that your study project will actually benefit your school and community? Yes No

If ‘Yes’, how?

2011 Field Trials of Overseas Learning Program Student Survey – ‘Before you go’

Your relationships

How do you expect this program to affect your relationships with:

13. ... the other students in your group?

14. ... the teachers who are travelling with your group?

15. ... your friends who are not travelling overseas with the group?

16. ... your family?

17. ... others? (*please specify who you mean before answering*)

2011 Field Trials of Overseas Learning Program Student Survey – ‘Before you go’

The impact of the program

18. Has your involvement with this program already had an impact on you? Yes No

If ‘Yes’, what kind of impact?

19. Has your involvement with this program already had an impact on your family? Yes No

If ‘Yes’, what kind of impact?

20. Has this program already had an impact on other students at your school (who are not going on the program)? Yes No

If ‘Yes’, what kind of impact?

21. Has this program already had an impact on anyone else in your community (e.g. employers, clubs)? Yes No

If ‘Yes’, what kind of impact?

2011 Field Trials of Overseas Learning Program Student Survey – ‘Before you go’

22. To what extent do you expect this program to change you as a person in the following ways?	Not at all	A little	Some	A lot
I will become more independent because I will be away from my family				
I will become more independent because I will be away from my friends				
I will develop a more positive attitude about people from other countries				
I will become more confident				
I will learn more about my strengths and weaknesses				
I will appreciate my family more				
I will appreciate Australia more				
I will appreciate another culture more				
It will change my plans for the future				
I will become more resilient/better able to deal with things that go wrong				
I will be better able to look after myself				
I will become more interested in learning about other countries and cultures				
I will become more of a leader				
I will become more confident when speaking with adults				
Other (<i>please explain – you can write down more than one if you wish</i>)				
Other ...				
Other ...				

2011 Field Trials of Overseas Learning Program Student Survey – ‘Before you go’

Barriers

23. Was there anything that nearly stopped you from applying for this program?

Yes

No

If ‘Yes’, what?

24. Do you know why some of your friends or classmates did not apply for this program?

Yes

No

If ‘Yes’, what were the reasons? And how do you feel about that?

General comments

25. What are you most excited about or most looking forward to?

26. What are you most anxious about or least looking forward to?

THANK YOU

Overseas study program
**2011 Field Trials of Overseas
 Learning Program**
Teacher Survey – ‘Before you go’

It is important that we capture the learnings from the Overseas Learning Experience to inform the evaluation of the program and further funding efforts. So before you go, we would like you to complete a survey. Then after the trip, or late in your stay, you will be asked to complete a second survey.

Please take your time and complete this survey **as honestly as you can**, as what you say is very important in shaping the future of this program. Don't just write what you think we want to hear, or what other people write. Tell us what YOU think.

Confidentiality: The information you provide will be used in a CONFIDENTIAL manner. The data will be reported in a way that prevents anyone from identifying you. We ask that you provide your name and school details so that we can keep a record of who has responded.

Completed surveys should be returned by

Firstly, a little about you ...

Your name: _____

Your school: _____

What subject(s) do you teach? _____

How long have you been teaching? _____

Your age: _____

Your gender: Male Female

Your overseas travel

1. Have you ever travelled overseas before? Yes No
 If 'Yes', where to? And what was the longest period you were away? _____

2. Apart from this program, would you have travelled overseas within the next 5 years? Yes No
 If 'Yes', where to? _____

3. Have you ever worked overseas? Yes No
 If 'Yes', where? _____

4. Do you speak a language other than English? Yes No
 If 'Yes', which language(s)? _____

Overseas study program
**2011 Field Trials of Overseas
 Learning Program
 Teacher Survey – ‘Before you go’**

Your impressions

5. Before you became part of this program, what was your impression of the country that you will be visiting?

6. Where did you get this impression? (*You can select more than one if you wish.*)

<input type="checkbox"/> My own travel experience	<input type="checkbox"/> Newspapers and current affairs	<input type="checkbox"/> Friends or family who have travelled overseas	<input type="checkbox"/> Learnt about it during study
<input type="checkbox"/> Television and movies	<input type="checkbox"/> Internet	<input type="checkbox"/> Other (<i>please explain</i>) _____	

Your professional practice

7. Do you believe this program will improve your teaching practice? Yes No
 If ‘Yes’, in what way?

8. Do you believe that your participation in this program will improve the educational provision at your school more broadly? Yes No
 If ‘Yes’, in what way?

9. Do you believe that your participation in this program will provide you with new insights into the Victorian education system? Yes No
 If ‘Yes’, what might they be?

10. Do you propose to share new learning/skills with your teaching colleagues? Yes No
 If ‘Yes’, how?

11. In what ways do you anticipate that teachers’ conditions of employment, career pathways and professional practice might be different in your host country?

Overseas study program
**2011 Field Trials of Overseas
 Learning Program**
Teacher Survey – ‘Before you go’

The study project

12.	To what extent do you expect students will gain the following benefits from completing their course of study/research project?	Not at all	A little	Some	A lot
	Greater understanding of <u>how</u> my host country does a specific thing (e.g. environmental factors, conservation, architecture, agriculture – whatever you are researching)				
	Greater understanding of <u>why</u> my host country does that thing in the way they do (e.g. because of history, geography, population, climate)				
	Greater understanding of <u>how</u> Australia does a specific thing (e.g. environmental factors, conservation, architecture, agriculture – whatever you are researching)				
	Greater understanding of <u>why</u> Australia does that thing in the way we do (e.g. because of history, geography, population, climate)				
	Greater insight into international culture				
	Greater insight into Australian culture				
	Improved research skills				
	Improved oral communication skills				
	Improved written communication skills				
	Improved ability to work independently				
	Improved ability to work in teams				
	Improved ability to produce a major written research report				
	Improved ability to present research findings in other ways (e.g. video, audio, photography, blogging)				
	Improved ability to speak and understand the language that I am currently learning				
	Improved ability to speak and understand another language that I am not learning				
	Broader view of schooling				
	Broader view of jobs and pathways				
	Greater understanding of local business, industry and career pathways				
	Greater understanding of international business, industry and career pathways				
	Skills and experience that would impress a future employer				
	Greater understanding of alternative lifestyle options				
	Other (please explain – you can write out down more than one if you wish)				

Overseas study program
**2011 Field Trials of Overseas
Learning Program
Teacher Survey – ‘Before you go’**

The study project (cont.)

13. Do you believe that the students’ study projects will produce information that could benefit their school and community? Yes No
14. Do you believe that the students’ study project will actually benefit their school and community? Yes No

If ‘Yes’, how? And do you have a role in helping this to happen?

Relationships

How do you expect this program to affect your relationships with ...

15. The students in your group?
16. The other teachers/staff who are travelling with your group?
17. Your teaching colleagues?
18. Your principal and other leaders within your school or region?
19. Others? (*please specify who you mean before answering*)

Overseas study program
**2011 Field Trials of Overseas
Learning Program
Teacher Survey – ‘Before you go’**

Impact of the program

20. Has this program already had an impact on the students who are going on the trip? Yes No
If ‘Yes’, what kind of impact?
21. Has this program already had an impact on other students at the school (who are not going on the trip)? Yes No
If ‘Yes’, what kind of impact?
22. Has this program already had an impact on the families of students in the group? Yes No
If ‘Yes’, what kind of impact?
23. Has this program already had an impact on your school more broadly? Yes No
If ‘Yes’, what kind of impact?
24. Has this program already had an impact on anyone else in your community (e.g. employers, clubs)? Yes No
If ‘Yes’, what kind of impact?
25. Has this program had an impact on your relationships with other government agencies and/or community partnerships (business, industry, community)? Yes No
If ‘Yes’, what kind of impact?

Overseas study program

2011 Field Trials of Overseas Learning Program

Teacher Survey – ‘Before you go’

Overseas study program
**2011 Field Trials of Overseas
 Learning Program**
Teacher Survey – ‘Before you go’

26.	To what extent do you expect this program to change the students in the following ways?	Not at all	A little	Some	A lot
	They will become more independent because they will be away from their families				
	They will become more independent because they will be away from their friends				
	They will develop a more positive attitude about people from other countries				
	They will become more confident				
	They will learn more about their strengths and weaknesses				
	They will appreciate their families more				
	They will appreciate Australia more				
	They will appreciate another culture more				
	It will change their plans for the future				
	They will become more resilient/better able to deal with things that go wrong				
	They will be better able to look after themselves				
	They will become more interested in learning about other countries and cultures				
	They will develop leadership skills				
	They will become more confident when speaking with adults				
	Other (please explain – you can write down more than one if you wish)				

General comments

27. What are you most excited about or most looking forward to?

28. What are you most anxious about or least looking forward to?

THANK YOU

Engage in the overseas learning experience

Pre-departure

1. **What do we know about ourselves, our community, workplace, state, country that will help us as leaders/educators/participants in the overseas experience?**

How do we benchmark our existing knowledge?

2. **What cultural knowledge and understanding do we need to have about the country/region we are visiting?**

How do we benchmark our existing knowledge?

3. **How do we share our emerging learnings?**

4. **What do we expect to/want to discover and learn in the country/region we are visiting?**

Engage in the overseas learning experience

In-country

5. How can we capture our key learnings about the cultures of the place we visit?

6. How will we share our learnings as the experience unfolds?

Post-experience

7. How will we share our key learnings with colleagues/students/wider school community?

8. Do we have a responsibility to maintain the connections with students, teachers/schools/other institutions in the overseas setting? If so: What can we offer? What do we want in return? What level of connection is feasible and sustainable?

Example of preliminary information for parents

Monday, 29th August 2011

Dear parents and students of German,

Re: **Cultural and language study program to Germany**

This letter is to inform you of an exciting opportunity for **Years 8 and 9 students of German in 2012**. I am currently in the process of organising a 12–14 day cultural and language study program to Germany for Years 8 and 9 students continuing with German in May–June 2012. It will comprise visits to some of Germany's most famous sites and three to four nights spent with a host family at our sister school. Students will travel to Germany with their teacher who is fluent in the German language. Please note that this opportunity is **not** compulsory.

The approximate cost of this excursion will be \$2500–\$3000 (airfare and travel insurance) plus an extra \$600–\$700 to cover accommodation, meals, excursions and train travel to destinations within Germany. Spending money is extra. Please be aware that these prices are an estimate and may change due to international circumstances and taxes, as well as the value of the Euro against the Australian dollar. Ultimately, I would like to reduce anticipated costs of accommodation and meals through raising funds to assist all students participating in the program. Families of students travelling to Germany in 2012 will be asked to assist with fundraising events (BBQs, trivia nights, car boot sales, etc.), which will need to start taking place in Term 4 this year, continuing into Term 1, 2012.

A proposed itinerary is attached to this letter, and at this stage students would fly return from Melbourne directly to Munich with Singapore Airlines. Destinations in Germany may include Munich, Salzburg (Austria), Füssen (home of King Ludwig II's castle), Rothenburg ob der Tauber (a medieval village) and Ingolstadt (sister-school visit and homestay and the home of the AUDI car factory). Further details, including more accurate cost figures and destinations, will be available once numbers are finalised.

An opportunity also exists for a parent helper to also travel to Germany with the group. The parent helper would also be required to cover the cost of their airfare and incidental costs, including accommodation. The parent helper would be required to hold a current Working with Children's Check.

Please indicate on the attached page if you are interested in your child participating in a program to Germany in 2012 or if you are interested in travelling with the group. Further opportunities to travel to Germany will be available once again in Year 10 when students will have the opportunity to participate in a more formal exchange program with our sister school for a period of six weeks.



Richelle Hollis
Teacher of German



Danielle Derksen
Assistant Principal

Example of preliminary information for parents

Expression of Interest: German Cultural and Language Study Program 2012

To assist with planning, please tick(✓) the appropriate statement and return to Richelle Hollis by no later than **Friday, 26 August**:

- I/we are interested in our child _____ participating in a 12–14 day cultural and language study program to Germany in 2012.
- I/we are interested in our child _____ participating in a six-week exchange to Germany in 2013 (Year 10 students only).
- I/we are interested in our child _____ participating in a 12–14 day cultural and language study program to Germany in 2011 and a six-week exchange to Germany in 2013.
- I am interested in being a parent helper on the 2012 cultural and language study program to Germany.
- I am able to assist in fundraising to reduce the costs incurred through accommodation and incidentals, such as meals and museum entry.

As we would like to make airfare bookings and youth hostel bookings as early as possible to ensure we get the cheapest prices, I will be calling a meeting in September with interested families to finalise numbers travelling to Germany and to organise fundraising events to support the costs of accommodation.

Parent/Guardian Name (in block letters): _____

Name of Student (in block letters): _____

Parent/Guardian Signature: _____



Munich



Schlossneuschwanstein



Rothenburg



Ingolstadt

German Cultural and Language Study Program 2012: Proposed Itinerary

Day	Activities	Accommodation	Incidental Costs
Day 1: Saturday	Depart Melbourne Airport	Flight: Singapore Airlines	No costs
Day 2: Sunday	Arrive Munich Airport Walking Tour of Munich Soccer Match (if possible)	4You Hostel/Hotel 35€ per night Total: 175€	Breakfast €5 Lunch €10 Dinner €10 Snacks €10 Soccer €15
Day 3: Monday	Bus Tour of Munich Dinner at Hofbräuhaus	4You Hostel/Hotel	Bus Tour €9 Lunch €10 Dinner €10 Snacks €10
Day 4: Tuesday	Day Trip: Schloßneuschwanstein	4You Hostel/Hotel	Train €6 Lunch €10 Dinner €10 Snacks €10
Day 5: Wednesday	Rest Day: Munich Englischer Garten Shopping	4You Hostel/Hotel	Lunch €10 Dinner €10 Snacks €10
Day 6: Thursday	Day Trip: Salzburg (Austria)	4You Hostel/Hotel	Train €6 Lunch €10 Dinner €10 Snacks €10
Day 7: Friday	Travel Munich → Rothenburg ob der Tauber Rothenburg City Wall Tour	Youth Hostel Rothenburg €21.40	Train €6 Lunch €10 Dinner €10 Snacks €10
Day 8: Saturday	Possible day trip to Würzburg?	Youth Hostel Rothenburg €21.40	Lunch €10 Dinner €10 Snacks €10
Day 9: Sunday	Rothenburg Medieval Crime Museum Travel Rothenburg ob der Tauber → Ingolstadt Meet with host families at train station	Family Homestay	Train €6 Lunch €10 Dinner €10 Snacks €10
Day 10: Monday	Sister-school Visit	Family Homestay	Snacks €10
Day 11: Tuesday	Sister-school Visit Regensburg Tour	Family Homestay	Train €6 Lunch €10 Snacks €10
Day 12: Wednesday	Sister-school Visit	Family Homestay	
Day 13: Thursday	Depart Ingolstadt → Munich Airport Depart Munich	Flight Home	Airport Bus €10 Snacks €10
Day 14: Friday	Arrive Melbourne		
Sub-total		€217.80	€303 Food and incidentals



Example of preliminary information for parents

Total	Accommodation and food	€520.80 = Approx \$750 AUD
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Example of Pre-departure Information for Students

Note: The intention of this list is to provide students with a quick overview of some of the organisational aspects of the overseas learning experience. The particular circumstances of each experience will determine the scope and content of the list.

1. Lead teacher for the overseas learning experience:

[Insert name]

2. Teachers and parents/accompanying adults:

[Insert names]

3. Travel arrangements

Leave: *[school to insert details]*

Return: *[school to insert details]*

4. Accommodation arrangements

Hotels

Homestay

[School to insert details]

5. Communication protocols

- **Mobile phones** for emergency use
Parents are advised to provide students with a mobile phone with international roaming functionality.
- **Phones** for communicating with home
Mobile phones will be used to text messages home and to receive text messages. Phones are available in dormitory rooms if parents want to contact students directly. The following 'communication time with Australia' protocols have been developed to avoid homesickness and to help foster group cohesion amongst the students and teachers.
- Telephone contact with Australia will be restricted to the following designated times:

[School to insert specific communication details as appropriate]

6. Emergency and emergency contact protocols

[School to insert appropriate protocols]

7. Supervision

[School to insert appropriate supervision information]

- Bilingual escorts will accompany and assist the group during the overseas study experience
- Tour guides will accompany and assist the group at designated times during the overseas learning experience
- Teachers will actively chaperone students where necessary and practicable.

Example of Pre-departure Information for Students

8. Medical plans

- Medical plans devised by students' doctors will be held by lead teacher and onsite manager.
- Any student who requires medication for the treatment of any illness (e.g. allergies, asthma) should bring enough medication to enable them to use it every day while on tour, and carry it with them at all times. A letter from your doctor to enable you to carry this medication through customs is also required.

9. Passports

Lead teacher will hold student passports while overseas and keep in a secure location. The school will retain photocopies of all passports. Parents are asked to retain a photocopy of their child's passport also.

10. Health and travel insurance

[School to insert appropriate details]

11. Student meals

[School to insert details as appropriate]

12. Drinking water and water bottles

[School to insert details as appropriate]

13. Shopping opportunities and spending money

[School to insert details]

14. Hats

[School to insert details]

15. Laundry arrangements

[School to insert details]

Schools may wish to add to this list

Example of student/adult information forms (passport, medical/religious/dietary)

Students' information

Given name	M/F	Family Name	DOB	Nationality	Passport Number	Home Telephone	Medical/ Religious/ Dietary	Photocopy of Passport included (✓)

Teachers'/accompanying adults' information

M/F	Family Name	Given Name	DOB	Nationality	Passport Number	Home Telephone	Medical/ Religious/ Dietary	Photocopy of Passport included (✓)

As this overseas learning experience is a school excursion, students are expected to follow the school Code of Conduct. The following points are related directly to this excursion:

- All laws of the countries visited must be adhered to as well as regulations related to air travel and customs restrictions.
- There is an expectation of a high degree of cultural sensitivity.
- Students will not buy or access alcohol and cigarettes or drink alcohol or smoke cigarettes during the course of their visit.
- All meeting times must be met punctually.
- The group will have an evening meal together each night to discuss proceedings of the day and plans for the following day.
- Students must be in groups of at least three or more during times of non-direct supervision.
- Students report any problems they encounter immediately to the teaching staff.
- Students will be allowed mobile phones to use as means of communication while on the study tour. Students are to inform teachers when making calls/texts to others with them.
- Any specific medication that may be required at short notice during the day should be given to the staff member in charge of first aid.
- A workbook/diary/scrap book is to be kept daily. There is an expectation that students will complete the tasks/activities outlined in the book.
- A daily 'in-room', 'end-of-day' time will be announced at dinner. This is to be adhered to without question. Students will stay in their rooms and not go to other rooms after this 'end-of-day' time.
- Students will be expected to obey the rules of guests staying in the hotel. The rights of fellow guests must be respected.
- School uniform will be worn to the school visit.
- All teachers' requests and instructions will be followed without question.

I _____ have read the above and will adhere to all the points above. I understand that there will be consequences if I do not abide by this Code of Conduct.

I understand that there will be zero tolerance to alcohol and smoking and that the consequences of the use of these will be parental contact and possibly early return at my parents' expense.

Student signature _____ Date _____

Parent signature _____ Date _____

Teacher signature _____ Date _____

Sample permission form for photographing/filming of students

PARENT/GUARDIAN RECORDING AUTHORISATION (where the student is under 18 years of age)

Students from [insert name of school] will be participating in an overseas learning experience to [insert destination] on [insert dates].

Photographic and/or film footage will be taken for the purpose of promoting and showcasing Victorian government school education at **[insert school name]**. Images selected for inclusion may be used in promotional and communication initiatives, including exhibitions and displays, printed publications, and website and images may be shared with other educational providers and in the wider community.

I, _____, the parent/legal guardian of the student named below, agree to and provide permission for the photographic, video, audio or any other form of electronic recording of the named student for and on behalf of the Crown in Right of the State of Victoria (Department of Education and Early Child Development).

I acknowledge that ownership of any photographic, video, audio or any other form of electronic recording will be retained by the Crown in Right of the State of Victoria (Department of Education and Early Child Development).

I authorise the use or reproduction of any recording referred to above for the purposes of publishing information materials and resources which promote the initiatives of the Department of Education and Early Child Development to teachers, parents and the community without acknowledgment and without being entitled to remuneration or compensation. The recording may be used on websites available to the community, Victorian government school teachers and staff of the Department of Education and Early Child Development.

I understand and agree that if I wish to withdraw this authorisation, it will be my responsibility to inform **[insert staff name and school]**.

I understand the nature and the consequences of what is being proposed in the above paragraphs. If there has been any matter of uncertainty, I have sought clarification from the school or some other person that has explained any such uncertainty to my satisfaction.

Date: __ / __ / ____

Signature (parent/guardian):

.....

Name of Parent/Guardian:

Contact Telephone Number:

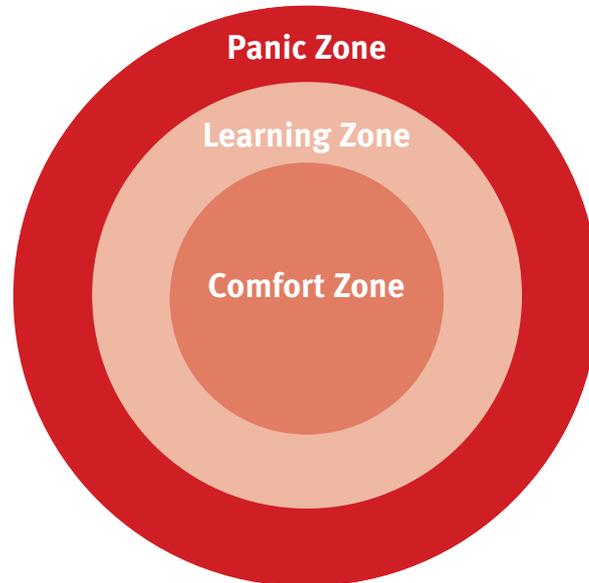
Name of Student:

School Name & Telephone Number:

Name of Principal:

Intercultural Understanding: Pre-departure Activities

Activity 1: Cultural Comfort Zone



Teacher or trainer draws circle on flipchart/whiteboard (without the labels) and then puts arms in air and asks students to do the same. Asks them to cross their arms. Then asks them to cross their arms the other way (with the other arm on top).

Debrief with flipchart: “How did it feel the first time?” (Write in the middle of the circle – Comfort Zone.) Likely responses: natural, easy, comfortable, automatic, didn’t have to think, normal, relaxed, etc.

“How did it feel the second time?” (Write in the Learning Zone area.) Likely responses: Had to check with myself, wasn’t sure if I did it right, slower, uncomfortable, awkward, physical discomfort, etc.

Teacher to explain: we all have our own cultural comfort zone – we often take this for granted as it is what we consider ‘normal’. When we are in our comfort zone, it’s easy to operate ‘on automatic’; things come ‘naturally’ and we don’t need to think too much. Label centre circle as Comfort Zone. It’s not until we leave or stretch to the edge of our comfort zone and are immersed in another cultural context that we can begin to find things harder. When we are in a new cultural context, things take longer, they require more thought. Label Learning Zone. Teacher to give a personal example, include what happened, how you reacted and felt. Use a story about crossing cultures. Then brainstorm with students what happens when we are really stretched far outside of the comfort zone – entering the Panic Zone (label Panic Zone) – can also label this as Culture Shock. Teacher elicits the impact of being really pushed out of the comfort zone (e.g. losing temper, making rash decisions, getting frustrated, etc.) and the impact of this on situation. Introduce the optimal learning zone – It is good to be in this zone and to stretch and learn. However, it’s not in anybody’s interest to be pushed too far into the Panic Zone/Culture Shock.

Ask students to reflect and answer the following questions in their workbook/journal (this is a personal exercise and is not intended to be shared in class):

- What is your cultural comfort zone at school, at home and in your community?
- What does it take to push you to the edge and into your Learning Zone?
- What does it take to push you to your Panic Zone?
- How do you behave when you are in this place?
- What impact does this have on the situation?

Objective: Introduce comfort zone concept to raise students’ awareness of difference, and understanding about the ability to learn through experience.

Activity 2: Pictures of perception

Students using the search function on Google Images type in:

- Typical Australian male
- Typical Australian female
- Typical Australian house
- Typical Australian clothing

What images appear? Can you classify the images into groups? Which famous or high-profile people appear? Which industry do they belong to (arts, sports, politics, etc.)? Is there much diversity? What about the types of houses and clothing – are there any trends? Which websites or stories do the images belong to? Rank or list the top 10 for each category.

Teacher asks students to rate on a scale (1 to 10) how realistic these images are based on their experience of Australian men, women, housing, and clothing.



Repeat activity with countries to be visited but complete the ratings upon return.

Objective: Highlight how stereotypical images of Australia may not necessarily match reality and that students need to take an open approach to the perceptions of the countries they will visit rather than reinforcing or looking for stereotypes. It also provides students with a built-in post-overseas experience reflection activity.

Activity 3: Origins of Culture

Students create a mind map with food in the centre and then draw out how we (in Australia) use food from a cultural perspective. Focus students on looking at how food reflects and directs Australian culture. Examples might include specific food for rituals or festivals such as ham and turkey for Christmas, hot-cross buns and eggs at Easter, BBQ on Australia Day and cakes for birthdays. Draw out how we eat as well – individual serves, at the dinner table, in front of TV, while walking in the street, etc., what time do we eat, forbidden foods, taboo foods – and why?

Activity can be repeated with other topics, such as Clothing, Physical Environment (geography), History, Language.

Objective: Get students to understand the role of culture in everyday life and how it is represented, while also providing a benchmark for them to investigate a similar topic in countries visited.

UNIT AUTHOR

Name: Jonathan Heard, Kylie Price, Marcus Sharp, Daniel Strauss

School: Balwyn High School and Glen Waverley Secondary College

UNIT OVERVIEW

Unit Title: Better City, Better Life Program: Can cities make for better lives?

Unit Focus – refer to the [learning focus](#) statements within the [VELS Domains](#)

Central to the unit is a focus on urbanisation and its impact on liveability in cities around the world. Drawing upon Harpaz and Lefstein's 'Communities of Thinking' model (2000), students will make use of the Urban Best Practice Area (UBPA). Groups will develop their own research question to explore a chosen theme. The inquiry process is scaffolded over five days, culminating in a performance of understanding on the sixth day, and on their return to Melbourne, to an authentic audience including Year 9 students from their home schools and a panel from the Victorian Government Department of Planning.

Students work in groups of four to investigate one of five themes: transport, culture and heritage, resources and waste, adaptation to changing climates, and architecture. UBPA sites have been chosen that relate closely to these themes. Students make daily visits to these sites in order to explore ideas, prompt questions and discover solutions.

Students are facilitated during an inquiry and move through phases: Immerse, Ask, Find, Sort, Process, Perform and Reflect. Each of the first four days begin with an immersion activity to engage students in thinking about concepts of urbanisation, representations of the city, community and civic engagement in urban environments.

The intended **knowledge and understanding** outcomes of the inquiry are that students will be able to:

- demonstrate understanding of factors that contribute to urbanisation and the effects of urbanisation on people and the environment.
- explain and evaluate a range of approaches cities are undertaking in order to improve overall living standards.

The intended **skills** outcomes of the inquiry are that students will be able to effectively:

- select and use a range of learning technologies to visualise thinking, create and communicate.
- explore, practise and reflect on effective personal and collaborative learning strategies.

Year Level : Year 9 – working towards level 6

Approximate Time Needed

6 days of 4 hours each in classroom = 24 hours

Additional immersion, prior learning and reflection = 12 hours

Total = 36 hours

UNIT FOUNDATION

Standards/Outcomes *By the end of this unit, students will have achieved the following learning outcomes, based on the [Victorian Essential Learning Standards](#):*

Strand	Domain	Dimension	Standard (Student actions)
Discipline-based Learning	The Humanities: Economics	Economic reasoning and interpretation	<ul style="list-style-type: none"> Interpret reports about current economic conditions, both national and global, and explain how these conditions can influence decisions made by consumers, producers and government policy-makers. Reflect on plans of actions, and past actions, considering the value positions underlying them, including a commitment to the principles of sustainability (learning focus.)
		Economic knowledge and understanding	Investigate the relationship between economic growth, ecological sustainability and the standard of living, and explore what it means to be an ethical producer and consumer.
	The Humanities: Geography	Geographical understanding	<ul style="list-style-type: none"> Investigate the interaction of human activities with the natural environment. Describe global patterns of development from a range of perspectives and identify and describe the factors that determine these patterns.
		Geospatial skills	Accurately interpret information on different types of maps and photographs at a range of scales, and use map evidence to support explanations, draw inferences and predict associated outcomes.
	The Humanities: History	Historical knowledge and understanding	Explain why significant social and cultural movements have developed and evaluate their influence on societies.
		Historical reasoning and interpretation	<ul style="list-style-type: none"> Frame research questions and locate relevant resources, including contemporary media and online resources. Identify, comprehend and critically evaluate a range of primary and secondary sources.
	English	Reading	<ul style="list-style-type: none"> Produce, study, and respond critically to spoken, written, and visual texts created for a wide range of audiences and purposes. Explain how texts are shaped by time, place and cultural setting in which they are created.
		Writing	<ul style="list-style-type: none"> Proofread and edit their own writing for accuracy, consistency and clarity. Control linguistic features that support the presentation of different perspectives on complex themes and issues.
		Speaking and Listening	<ul style="list-style-type: none"> When engaged in discussion, compare ideas, build on others' ideas, provide and justify other points of view. Consider alternate views, recognise multiple interpretations and respond with insight. Use pertinent questions to explore, clarify and elaborate complex meaning.
	Interdisciplinary Learning	Thinking Processes	Reflection, evaluation and metacognition
Creativity			Apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas.

Strand	Domain	Dimension	Standard (Student actions)
		Reasoning, processing and inquiry	<ul style="list-style-type: none"> • Generate questions that explore perspectives. • Process and synthesise complex information and complete activities focusing on problem-solving and decision-making involving a wide range and complexity of variables and solutions.
	Communication	Presenting	<ul style="list-style-type: none"> • Demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. • Organise their information, ideas and opinions into a coherent structure, select and adjust their mode of presentation to suit purpose and audience.
	ICT	For visualising thinking	Use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new understanding.
		For communicating	Exchange ideas and considered opinions with others through online forums and websites, using accepted protocols.
Physical, Personal and Social Learning	Interpersonal Development	Working in teams	<ul style="list-style-type: none"> • Work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. • Describe how they respect and build on the ideas and opinions of team members and clearly articulate or record their reflections on the effectiveness of learning in a team.
	Civics and Citizenship		<ul style="list-style-type: none"> • Examine how people's views on the environment influence government policy and non-government organisations and the ways in which governments attempt to address issues of development and sustainability • Investigate ways in which citizens can influence government and consider opportunities to take civic action on issues, including the environment.

CURRICULUM – What are the framing questions for this unit?	
Fertile Question	Can cities make for better lives?
Unit Questions	<ul style="list-style-type: none"> • What factors contribute to urbanisation? • What effects does urbanisation have on people and the environment? • What approaches and innovations are governments, cities, organisations and individuals undertaking in order to improve overall living standards?
Inquiry Framing Questions	<ul style="list-style-type: none"> • How are specific cities addressing issues around urbanisation? • What factors are prompting these innovations? • How could Melbourne adopt international best practices in its planning for liveability?
Focus Questions	<ul style="list-style-type: none"> • What is urbanisation? • How is the city represented in popular culture? • Are cities communities? • How can individuals and groups contribute to the re-invention of the urban environment?

ASSESSMENT PLAN – How are a range of assessment strategies being planned for throughout the unit?

The purpose of assessment is for the improvement of learning. It is ongoing and an embedded component of effective teaching. (Hopkins).

<u>Assessment FOR learning</u>	<u>Assessment AS Learning</u>	<u>Assessment OF learning</u>
<ul style="list-style-type: none"> Brainstorm – What is liveability? Qwizdom activity (pop quiz) on urbanisation Students predict what they expect to learn from their investigations of the UBPA exhibits, and how this relates to liveability. 	<ul style="list-style-type: none"> Detailed rubric for end-product Daily metacognitive reflections on students' own progress using blogs Peer assessment of ongoing group work 	<ul style="list-style-type: none"> Performance of understanding (i.e. presentation of their final multimedia products) Feedback from various audiences including peers at the school-level, Victorian Dept. of Planning and Community Development panel

UNIT DETAILS

Prerequisite Skills	
Students' Prior Knowledge	<ul style="list-style-type: none"> Agreed understanding of key terms relating to liveability, planning and urban environments Global measures and indicators used to assess liveability Features of Melbourne's built environment which contribute to its liveability Challenges and proposed solutions to Melbourne's liveability Background knowledge of a city featured at the UBPA site, and its proposed innovation Familiarity with inquiry learning models for research and investigation Utilisation of various ICT applications and hardware within the Connections classroom
Teachers' Professional Learning	<p>Aside from disciplinary knowledge such as geographical, historical or economic concepts (e.g. those relating to urbanisation), teachers would need to develop understandings around:</p> <ul style="list-style-type: none"> Inquiry learning Flexible learning spaces Use of learning technologies E⁵ Instructional model and Principles of Learning and Teaching (PoLT) Differentiated learning Collaborative learning

UNIT PLAN				
<i>Suggested time and allocation</i>	<i>Learning and teaching activities</i>	<i>Supporting the activities (and resources)</i>	<i>Assessment</i>	<i>Links to e⁵</i>
Pre-departure Day 1	Students receive training in select ICT programs, applications and hardware	Peter Bull (eLearning Unit, Student Learning Division DEECD)	n/a	Explain – the teacher: Explicitly teaches new concepts, knowledge and skills
Pre-departure Day 2	<ul style="list-style-type: none"> • Identification of individual learning/thinking styles and implications for group work. (Diversity game, A to Z activity and concept-mapping of their group-topic.) • Group-sharing of research conducted on chosen cities/topics • Develop initial ideas of final presentation format and associated ICT applications. • Intercultural training and discussion of expectations around student conduct. • Students instructed to begin sourcing information to assist their inquiry in Shanghai. 	Student netbooks Interactive whiteboard ‘Diversity Game’ materials Chinese cultural liaison Video-conferencing facilities	<i>Assessment for learning:</i> Groups submit an initial concept map of their topic, ideas for final presentation.	Engage – the teacher: <ul style="list-style-type: none"> • structures tasks, elicits students’ prior knowledge and supports them to make connections to past learning experiences. • fosters positive relations with and between students and develops shared expectations for learning and interacting.
Shanghai World Expo Pre-classroom (one day)	Immersion: Begin group-based fieldwork by visiting pre-determined UBPA sites. Students gather artefacts and data relating to inquiry plan.	Student digital and flip-cameras Student netbooks	n/a	eExplore Students gather relevant information and develop ideas.
Shanghai World Expo Classroom Day 1 WEDNESDAY 1 class – 2 hours	<p>Immersion activity: Urbanisation Focus question: What is urbanisation? Session 1–90 mins</p> <p>In three small groups, students access pre-determined web-based content to come to an answer to <u>one</u> of the following:</p> <ul style="list-style-type: none"> • What are the push and pull factors of urbanisation? • How can urbanisation be measured? • Is urbanisation a problem? <p>Students will explain to the whole group their findings, using an analysis of <u>at least one</u> of each of the following types of graphic representations – a map, a graph and a photo.</p> <p>Session 2–30 mins</p>	BBC News Special Reports – Urbanisation: http://news.bbc.co.uk/2/hi/in_dept/world/2006/urbanisation/ Urban Planet Atlas: http://www.urbanplanetatlas.org UN-Habitat: http://www.unhabitat.org/ Worldmapper: http://www.worldmapper.org/ Urbanisation and Global Change: http://www.globalchange.umich.edu/globalchange2/current/lectures/urban_gc/index.html Tomorrow’s Crises Today: The Humanitarian Impact of	Teachers assess the group presentations as a formative assessment task.	<p>Explain – the teacher:</p> <ul style="list-style-type: none"> • provides opportunities for students to demonstrate their current • gives level of understanding through verbal and non-verbal means. • assists students to represent their ideas, using language and images to engage them in reading, writing, speaking, listening and viewing. • progressively assesses students’ understanding and structures opportunities for students to practise new skills. <p>Elaborate – the teacher:</p> <ul style="list-style-type: none"> • engages students in dialogue,

	<p>Four-corner debate: Students are posed the statement 'Cities make for better lives'. Students note down an initial response and assign themselves to one of four areas of the room – strongly agree, agree, disagree, or strongly disagree. In teams, students formulate research and present their team's position.</p> <p>Reflection: After the debate, students complete an 'I used to think, I now think, because ...' reflection in the student blog.</p>	<p>Urbanisation – Overview Global Education – Urbanisation: http://www.globaleducation.edna.edu.au/globaled/go/cache/offonce/pid/1820;jsessionid=9897EC4A470C0001DCFD408A960D1648#BacKground</p> <p>Student netbooks Teamboard Student blog</p>		<p>continuously extending and refining their understanding.</p> <ul style="list-style-type: none"> • supports students to create and test hypotheses and to make and justify decisions. <p>Engage – The teacher:</p> <ul style="list-style-type: none"> • stimulates interest and curiosity, promote questioning and connect learning to real world experiences. • presents a purpose for learning, determining challenging learning goals and making assessment and performance requirements clear.
<p>Shanghai World Expo Classroom Day 2 THURSDAY</p> <p>2 classes – 2-hour break in between each class Media launch 10:30 am Vic class running at the same time as Media Launch slightly longer slot to allow full teaching time and time to stop for Media launch</p>	<p>Immersion activity: Cities in texts Focus Question: How is the city represented in popular culture? Students analyse various texts which deal with 'the city' as subject matter. <i>Plenary:</i> All groups respond to the questions:</p> <ol style="list-style-type: none"> 1. How have representations of cities changed over time? 2. What factors might have contributed to these changes? <p>Inquiry – Ask and Sort The inquiry task is presented; students construct a question map of generative questions, classify their questions and develop their group's guiding research question.</p> <p>Inquiry – Ask, Find, Sort and Process Defining the terms in their research question, generating and allocating sub-questions. Students begin locating sources of information/processing previously sought information to 'test' the viability of their sub-questions. Creation of a Prezi to present their inquiry plan for a 'pitch' the following morning.</p>	<p>Desktop computer and IWB Hard copies of poem Hard copies of artworks Film scenes</p>	<p>Via student blog, students contribute to reflective journal. Teachers then read comments and make necessary VELS judgments.</p>	<p>Explore – the teacher:</p> <ul style="list-style-type: none"> • presents challenging tasks to support students to generate and investigate questions, gather relevant information and develop • assists students to expand their perspectives and reflect on their learning. <p>Explain – the teacher: provides strategies to enable students to connect and organise new and existing knowledge.</p> <p>Elaborate – the teacher:</p> <ul style="list-style-type: none"> • engages students in dialogue, continuously extending and refining students' understanding. • supports students to identify and define relationships between concepts and to generate principles or rules.

<p>Shanghai World Expo Classroom Day 3 FRIDAY</p> <p>2 classes – 2-hour break in between each class</p> <p>Earlier start to allow DPCD afternoon slot</p>	<p>Inquiry – Sort and Process</p> <ul style="list-style-type: none"> • Groups pitch their inquiry plans to the class and seek feedback. • Students make adjustments to their inquiry plans. • Students begin a research data grid to process and sort their research. <p>Immersion activity: Community</p> <p>Focus question: Are cities communities?</p> <ul style="list-style-type: none"> • Socratic discussion around what makes a community, and how or whether cities are communities. • Some ideas around urban planning (street layout, housing design, ‘Smart Growth’ principles) – and their contributions to fostering community – are presented and discussed. • Students watch video on Arlington, VA. They identify previously discussed features and principles which are present in this town and which are designed to foster a greater sense of community. <p>Inquiry</p> <p>Students continue to work on their research data grid.</p> <p><i>Toolbox skills sessions offered on an as-need basis e.g. maintaining a bibliography, in-text referencing, skimming and scanning, trash and treasure.</i></p>	<p>Video on ‘Smart Growth’ in Arlington, VA: http://www.youtube.com/watch?v=3HnYavaOqCw&feature=related</p> <p>3 Rules of Urban Planning: http://citycomfortsblog.typepad.com/cities/files/three_rules_web.pdf</p> <p>Smart Growth Principles: http://www.smartgrowth.org/about/principles/default.asp?res=1280</p>		<p>Explain: – the teacher: provides opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means.</p> <p>Explore: – the teacher: provides tools and procedures for students to organise information and ideas.</p> <p>Explain – the teacher:</p> <ul style="list-style-type: none"> • explicitly teaches relevant knowledge, concepts and skills. This content is represented in multiple ways. • provides strategies to enable students to connect and organise new and existing knowledge. <p>Elaborate – the teacher: selects contexts from familiar to unfamiliar, which progressively build the students’ ability to transfer and generalise their learning.</p> <p>Explore – the teacher: is mindful of the learning requirements of the task, attentive to student responses and intervenes accordingly.</p>
<p>Shanghai World Expo Classroom Day 4 SATURDAY</p> <p>2 classes – 2-hour break in between each class</p> <p>Vic classes at 2.5 hours to make up for 1 x lost lesson slot over the total program</p>	<p>Immersion activity: Grass roots urban movements</p> <p>Focus question: How can individuals and groups contribute to the re-invention of the urban environment?</p> <p>Video stimulus</p> <p>Students watch video on Sao Paolo street artist NUNCA. Discussion of his views of the ‘inhuman city’ and the pros and cons of his response to that urban environment.</p> <p>Moveable feast activity</p> <p>Four desktop computers have a different video</p>	<p>Talking Walls – NUNCA video http://www.babelgum.com/4026139/talking-walls-nunca.html</p> <p>New Urbanism videos:</p> <ul style="list-style-type: none"> • Subway Opera • Pavement to Parks • Urban Forest • Rooftop Farming <p>http://www.babelgum.com/new</p>	<p>Graphic organizers</p> <p>Plenary discussion</p>	<p>Explore: – the teacher: assists students to expand their perspectives and reflect on their learning.</p> <p>Explain – the teacher: explicitly teaches relevant knowledge, concepts and skills. This content is represented in multiple ways.</p>

	<p>loaded on its screen. Each video profiles a different innovation or change to the urban environment made by individuals or grass-roots groups. In small groups, students rotate through each video and complete a different evaluative thinking routine/response to the video (e.g. a consequence wheel, a silent graffiti, a six-hats response, a PMI, etc.).</p> <p>Plenary Discuss and summarise the videos:</p> <ul style="list-style-type: none"> • In what ways have these videos demonstrated positive civic participation? • What are the drawbacks and limitations of these actions? • How did/might these actions engage and influence government action? <p>Inquiry Groups collate and discuss findings to develop a coherent shared understanding of the research question. Students also discuss findings from their investigations of their UBPA sites. They develop a plan for creating their final product.</p> <p><i>Toolbox skills sessions offered on an as-need basis, e.g. maintaining a bibliography, in-text referencing, skimming and scanning, trash and treasure.</i></p>	<p>urbanism</p> <p>Graphic Organisers A3 paper Textas Sticky notes</p>		<p>Evaluate – the teacher: supports students to continuously refine and improve their work using assessment criteria in preparation for a performance of understanding.</p>
<p>Shanghai World Expo Classroom Day 5 SUNDAY 2 classes – 2 hour break in between each class Student/teacher Jin Cai and Victorian teacher/students farewell event Vic classes at 2.5 hours to make up for 1 x lost lesson slot over the total</p>	<p>Inquiry Groups work towards creating their final product. Students seek assistance with ICT applications, rehearse their presentations, etc.</p>			

program				
<p>Shanghai World Expo Classroom Day 6 MONDAY</p> <p>Earlier start this day to allow 2 x 2 hr lessons. 30 minute break during lessons</p> <p>No viewings during the first class</p> <p>Bump out commences at 12:30 pm</p>	<p>Performances of Understanding – groups present their final product and demonstrate their learning:</p> <ul style="list-style-type: none"> • Teacher assessment • Peer assessment <p>Community of Thinking – the class develops a shared understanding/ response to the fertile question ‘Can cities make for better lives?’.</p> <p>Personal learning reflection</p>	<p>IWB Desktop computer Assessment rubrics (teacher and peer) Netbooks</p>	<p>Teacher assessment rubric Peer feedback proforma</p>	<p>Explain – the teacher: provides opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means.</p> <p>Evaluate – the teacher:</p> <ul style="list-style-type: none"> • integrates evidence from each phase, formally recording students’ progress against learning goals. • provides feedback and assists students to evaluate their progress and achievements • supports students to reflect on their learning processes and the impact of effort on achievement. <p>Elaborate – the teacher: engages students in dialogue, continuously extending and refining their understanding.</p>
Post-Shanghai World Expo	<p>Upon returning from Shanghai, the students may utilise the feedback given to them from their peers and the assessment of their presentations on Day 6 to make alterations to their final products. The students will present their performances of understanding to their year 9 peers back at school, as well as to a panel of members from the Department of Planning and Community Development</p>			

NOTES TO INFORM THE UNIT

Learning and Teaching – what learning and teaching activities will students be engaged in?

Scaffolding activities and tools will enable students to effectively progress through the inquiry cycle. These activities will include:

- ✓ The use of Ron Ritchart's Thinking Routines to help extend students thinking and explore multiple perspectives (i.e. four corner debate)
- ✓ Graphic Organisers, which will enable students to process research material, organise and build upon ideas (i.e. question matrix)
- ✓ Use of ICT for creating, visualising thinking and communicating

Students will be given the flexibility to present their findings in a number of different ways. Students will have access to a range of learning technologies that could assist them to demonstrate understanding.

Community Connections

During the time that the Connections Classroom will operate within the Shanghai World Expo, students will visit a number of different pavilions. The innovations being showcased at these international pavilions will form the basis of their learning and drive the student inquiry. The premise of the unit is about considering global initiatives and how examples of international best practice can be adopted to our local Melbourne context.

During the course of the inquiry, students will communicate with their peers at Balwyn High School and Glen Waverley Secondary College using video-conferencing software. Students will share their experiences of the World Expo with their local school communities.

When students return from the Shanghai World Expo they will present their findings to peers as well as Melbourne planning experts from the Department of Planning and Community Development.

Literacy

Students will:

- develop an understanding of a range of specific terms during the 'Better City Better Life Program'. Terms such as 'urbanisation' will be explicitly unpacked as part of classroom activities. Students will be expected to define the key words contained in their own research question and consider multiple meanings and ideas that underpin language.
- engage with a range of challenging texts, such as newspaper articles, literary texts and economic reports. They will be directed to draw on specific strategies to make meaning of such texts, including skimming and scanning, note-taking, use of graphic organisers, making predictions and posing questions.
- produce their own texts (both written and verbal) and employ appropriate linguistic features that support the presentation of different perspectives on complex themes and issues.
- order content in a coherent manner and consider purpose and audience when constructing text features.

DIFFERENTIATION – how does this unit of work need to be differentiated to support the learning of all students?

<p>Students with different thinking and auditory processing preferences and learning styles</p>	<p>Classroom activities will enable students to work within their preferred thinking style and also to develop their ability to think and learn in a number of different ways. Students will consider their HBDI profile and use this knowledge to inform their understanding of strengths within the inquiry group. This information will help groups to delegate tasks and assign roles.</p>
<p>Personalised and self-directed learning</p>	<p>The 'Better City Better Life Program' is designed to be a rich and challenging experience for all students. Students will take part in a self-directed inquiry, which will facilitate differentiation and support the learning of students in the following ways:</p> <ul style="list-style-type: none"> • Students are able to investigate an area of interest. Inquiry groups are formed based on interest and students are able to choose from topics of varying complexity. • Groups develop a research question that is manageable and challenging to the members of the group. This could be a more abstract or concrete question depending upon the students needs. • Groups will be able to delegate tasks according to the ability, expertise and interest of group members.

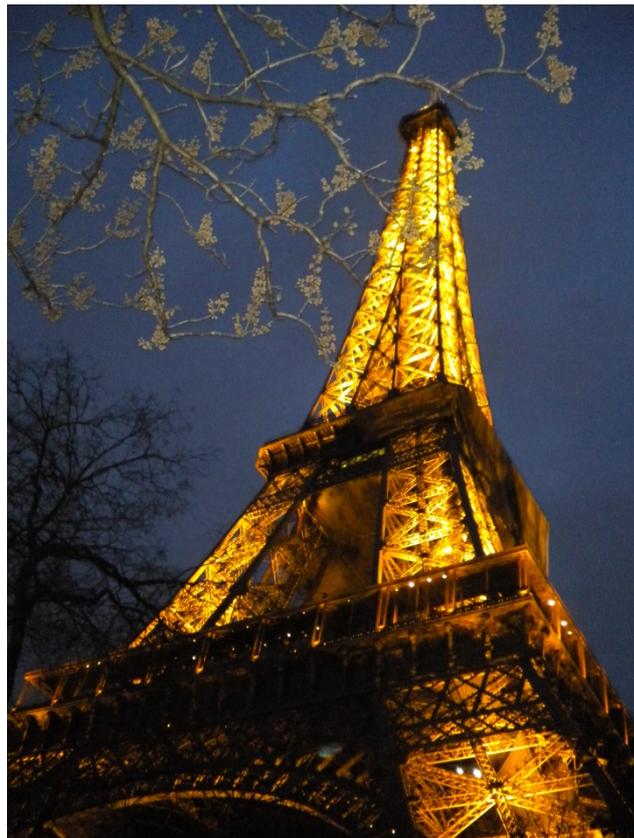
MATERIALS AND RESOURCES REQUIRED FOR UNIT

Digital Learning – how is digital learning incorporated to enable students to access, acquire, manipulate, construct, create and communicate knowledge and skills?

Communicate	Collaborate	Create
<ul style="list-style-type: none"> • Web-based research • Video-conferencing • Podcasts • Connect: Web addresses • FUSE – Digital learning objects and web resources 	<ul style="list-style-type: none"> • Interactive Whiteboard (IWB) • Blogs • Shared intranet drive • Use of the Ultranet • Interactive table top • Projectable wall/ceiling surfaces • Qwizdom 	<ul style="list-style-type: none"> • Web Cam • Flip Camera • Digital Camera • Printer • Net books • Presentation Software • Web 2.0 tools such as Prezi and wall wisher
<p>Multimodal Materials</p>	<p>Stimulus material such as images, audio, maps, graphs, texts, video and websites.</p>	
<p>Supplies</p>	<p>n/a</p>	
<p>Beyond the Classroom/ Other Resources</p>	<p>Shanghai World Expo: UBPA Expo Pavilions</p>	

DEECD/IED INITIATIVE

FRENCH STUDY PROGRAM FOR YEARS 9 & 10 STUDENTS TO PICARDIE, FRANCE



**Years 9–10 Inquiry-based French Project
Study Program to Picardie for ANZAC Commemoration Service**

Design Overview:

Similar to the PDSA (Plan, Do, Study, ACT) cycle – Understanding by Design involves three stages to the completion of the project. This design process introduces each stage in details as well as available resources and templates that can be used for the learning tasks.

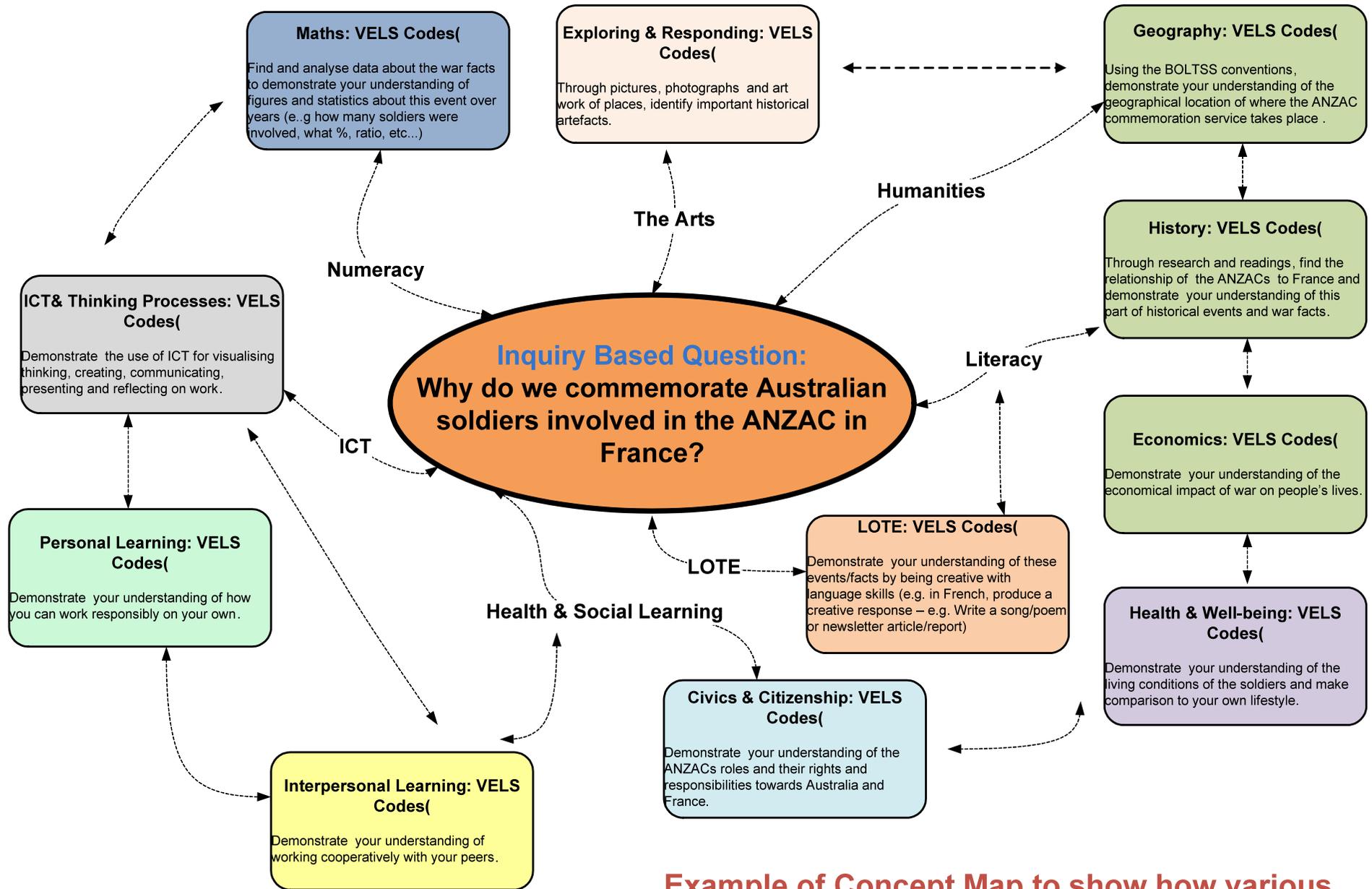
Stage 1 – Desired Results identify the Goals, Understandings, Essential Questions, Knowledge and Skills.

Stage 2 – Assessment Evidence identifies the Performance tasks and Other Evidence of how students' performance will be assessed.

STAGE 1 – DESIRED RESULTS	
<p>Established Goal(s): VELS – Refer to the 3 main Strands: Physical and Social Learning, Discipline-based Learning and Interdisciplinary Learning (<i>see attached VELS Strands and related VELS Codes documents</i>)</p> <ul style="list-style-type: none"> The aim of the Inquiry-based Question is to create the big picture that will bring together the ideas from various key learning areas. This project will also help in establishing and consolidating students' knowledge and skills in several learning areas, including gaining proficiency in language skills and cultural awareness. This project task will also bring together the whole group of participants (students and staff) to work closely on a broader scale to improve their own personal, interpersonal skills as well as build positive teacher-student and peer-to-peer/teamwork relationships. 	
<p>Understanding(s): Students will research and gain essential understandings about the involvement of Australian soldiers in the ANZAC and how this involvement relates to France. Students will:</p> <ul style="list-style-type: none"> research and use their findings to discover the history behind the Australian soldiers' involvement. understand their own civics and citizenship rights become aware of war facts and can make data comparison over a certain period of time. be able to better understand the culture of France and make comparison with their own. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> Why were Australian soldiers involved in the ANZAC? How does their involvement relate to France? What happened during the war at that time? Where and when did it happen? Were other people involved? Who were they? Where and when is the ANZAC Commemoration Service held? What were the statistics of that war? What were the living conditions of the soldiers at that time? What did they eat and how did they dress? Can you compare these to your own lifestyle nowadays? Was there any special song that was memorable? What have become of these songs?
<p>Students will know:</p> <ul style="list-style-type: none"> About numerical figures, economic policies, geographical and historical facts about the war, people, places and their living conditions. The language, culture and lifestyle including the food and fashion of a different country. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Use their creativity, literacy and language skills for communicating (listening, speaking, reading and writing), exploring, researching/investigating, organising, editing, analysing, synthesising, summarising information and reviewing their own work, including those of their peers. Use their numeracy skills to interpret, collect, calculate, record and analyse data as relevant to their research. Use their computer and ICT skills to research and reference sources of information, create end products for their tasks or even communicate via emails to check progress of tasks and work cooperatively with each other. Use language skills to improve in both oral and written communication. Use their personal and interpersonal skills to build social relationships and work collaboratively with each other.

Stage 3 – Learning plan outlines the activities that students will do to demonstrate their understandings, knowledge and skills.

STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Students will be given the topic to discuss for an Inquiry-based (Big idea) question. • They will then brainstorm smaller ideas about how they can demonstrate their knowledge and skills in specific key learning areas. • Students will be able to have first-hand experience about the war facts, commemoration service, lifestyle, language and culture during their home-stay with host families and visits to various places in France. • They will use self-evaluation rubrics to evaluate their own and their peers work. • Teachers will evaluate students’ performances using the VELS framework to give feedback to individual students or small groups. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Evaluation of personal goals in relation to submission of allocated tasks as per deadlines. • Observations during visits. • Personal experience with host family. • Improvement in language skills – e.g. fluency in oral communication. • Self-reflection of overall experience and benefits gained (both for teamwork and involvement as participant for the trip).
STAGE 3 – LEARNING PLAN	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Introductory activities (Ice-breakers) to enable students to get to know each other and build positive relationships with all staff. • A teacher to introduce the big picture for the project task and to get all students to brainstorm smaller ideas (like a puzzle) of how to fill in the main idea with application tasks from various key learning areas. • Students choose partners/groups to work with and pick a preferred task they would work in depth. • Students set their individual goals in relation to their strengths, weaknesses and what they would like to achieve by the end of the project. • All teachers facilitate workshops related to a specific key learning area to support small groups of students with their tasks. • All teachers to assist the overall cohort of students where help is required, including the trip, visits, etc., until the completion of the overall project with the final presentation, particularly with the LOTE sections. 	
RESOURCES	
<p>The following resources will be provided to students:</p> <ul style="list-style-type: none"> • Capacity Matrix to outline the project tasks. • Resource Capacity Matrix to outline the sources and types of resources (digital or hard copy) students can use to facilitate their learning activities • Example of a concept map for reference purposes and to show students the links between key learning areas of the overall curriculum • Relevant books and other reading materials for articles and photos • Computers and Internet access for research purposes (e.g. finding articles, pictures and websites of relevant information) • Guidelines and Handouts of all required tools/worksheet for each task (e.g. Ice-Breakers games, Bone Diagram, Concept Map/Mind-Mapping Diagram, guidelines for Code of Cooperation/Team Agreement, etc.) • Bilingual dictionaries and teachers to assist students with parts of the project that involve use of the target language. • ICT resources (e.g. particular software applications/blogs postings) to support students in designing and preparing their final presentation • Evaluation Rubrics for self and peer assessments 	
TEMPLATES	
<p>The following templates will be provided to students:</p> <ul style="list-style-type: none"> • Bone Diagram for goal setting • Code of Cooperation/Team agreement guidelines and outline • Concept Map for brainstorming ideas for Big Question • Lotus Diagram for elaborating on ideas for each sub-topic/smaller idea • DIGA for student reflect on their work, peer involvement and overall success of the project 	



Example of Concept Map to show how various VEELS strands, domains/dimensions inter-link.

Teaching and learning framework for Malaysian overseas learning experience, 2011: Colac Secondary College

Domain	Essential Question/Fertile Questions	Learning Objectives	Activities in Australia	Activities in Malaysia	Outputs	Published Product
<p>English Theme: Adolescents' lives in Australia and Malaysia as featured in contemporary adolescents' literature and as perceived and documented during trip to Malaysia.</p> <p>Topics: Adolescents' values, feelings, thoughts, experiences; similarities and differences between Australian and Malaysian adolescents.</p>	<p>Essential Question: How does a country shape values, feelings and thoughts in its young inhabitants?</p> <p>Fertile Questions: What are adolescents' current values in Australia? What are adolescents' current values in Malaysia? What values are common to Australian and Malaysian adolescents? How do adolescents communicate/express their values in Australia? How do adolescents communicate/express their values in Malaysia?</p>	<p>The research will enable the students to gain a deep knowledge of their peers' lives in Malaysia and to compare lives, thoughts, feelings, etc and most of all look at universal life values.</p>	<p>Critical reading of two novels or short stories or other relevant literary works, which focus on Australian and Malaysian adolescents (Malaysian novel/relevant literature translated into English) Questionnaires Book reports Role-plays focussed on passages of books Class and group discussion on themes and topics Class debates</p>	<p>Journal containing observations on the lives of the Malaysian adolescents met in the school and family settings Recorded interviews with local adolescents Collection of photographs showing adolescents in their everyday life (photos taken after asking permission and with sensitivity towards local culture) List of Malaysian words that are central to the vocabulary of young people with their meaning and with the story of how they came to be.</p>	<p>Book reports Surveys Vocabulary list Role plays Debates</p>	<p>Ideas: Create a short story, in groups or at class level, where the main characters are Australian and Malaysian adolescents. In a graph form show adolescents' values in Australia and adolescents' values in Malaysia (data from interviews). Write articles about adolescents' lives in Malaysia comparing them to adolescents' lives in Australia</p>
<p>Civics and Citizenship Theme: Education in Australian and Malaysian Society</p> <p>Topics: Australian and Malaysian</p>	<p>Essential Question: Why does the value and investment in education change in different societies and communities?</p>	<p>The research will enable students to reflect on education in general and on the education systems in Australia and Malaysia; also on the place/importance of</p>	<p>Write a speech targeted at peers on education in general Class debates on education Collection and review of articles on education in Australia</p>	<p>Interview peers in Malaysia on the topic of education Interview parents Interview professionals Write a report on the Malaysian education system</p>	<p>Speeches Debates Interviews Catch phrases Films</p>	<p>Ideas: Create (it could also be collect and present) posters promoting education in Australia and Malaysia Create new catch</p>

<p>community views on education Australian and Malaysian's education systems</p>	<p>Fertile Questions: How does the Australian community in Colac view education? Is the Colac community's view of education different from other communities in Australia? (e.g. Geelong, Melbourne) Which are the reasons (social, geographical and historical) that have contributed to the current Australian views on education? How does the Pahang community value education? What is the education system like in the State of Pahang? What are the similarities and differences between the Australian and Malaysian educations systems? What are the positives and negatives of the two systems?</p>	<p>education in their own personal lives.</p>	<p>Interview members of the Colac community on the topic of education Interview members of many different professions, on the topic of education and its value to them and prepare a report Identify a number of catch phrases, which are used to promote education in Australia</p>	<p>Film (after asking for permission) one or more classes at work in Malaysia</p>		<p>phrases to use to promote education Create an original documentary film with commentary, which shows the two educational education systems in action.</p>
<p>Geography Theme: The Land Topics: Geographical features of Australia and Malaysia through map reading Neighbouring countries and their</p>	<p>Essential Question Does the nature of a land shape its culture and to what extent? Fertile Questions: Which geographical features are favourable to human settlement and development in Australia and Malaysia?</p>	<p>This research will enable the students to gain a deeper knowledge of the Australian and of the Malaysian lands in terms of geographical features and population and will make them reflect on</p>	<p>Map reading and familiarisation Research on natural disasters in Australia and Malaysia through articles, television clips, films etc Research on how natural disasters are managed in Australia</p>	<p>Interview members of the community on the topic of disasters in Malaysia and on how communities prepare for them Prepare reports including data on how natural habitats are destroyed</p>	<p>Debates Forums Interviews Reports Charters</p>	<p>Ideas: Create a series of PowerPoint presentations to take to Malaysia's host schools and which focus on the Australian landscape. Create a series of PowerPoint</p>

<p>influence on Australia and Malaysia Population, its density and its distribution Natural disasters in the two countries and their consequences Destruction of natural habitats (topic to be dealt with sensitivity in Malaysia)</p>	<p>Which geographical features hinder human developments in Australia and Malaysia? Which natural disasters constitute a constant threat to human settlements in Australia and Malaysia and how can they be prevented, monitored or even neutralised? Do Australia and Malaysia differ greatly in relation to population and population density? How does population and population density affect Australia's and Malaysia's progress (human, industrial, spiritual, etc)?</p>	<p>how the land can play a crucial role in relation to the overall development of a country.</p>	<p>with special reference to the recent cyclone, Yasi, bush fires (Black Saturday) and Queensland flooding Debate Forums on how to minimize the impact of natural disasters in Australia</p>	<p>systematically for industrial gain and/or urban and industrial development (e.g. orangutan habitat) Create a Charter which includes ten sustainable ways to minimize the impact of human development on natural habitats</p>		<p>presentations for the Colac community on the Malaysian landscape Produce a documentary film on Australia and/or Malaysia, focussed on their geographical features Create a photography album about the Australian and/or Malaysian land which conveys the spirit of the land(s)</p>
<p>History Theme: Events and People Topics: Important historical events in Australia and Malaysia in the last 100-200 years Contemporary influential people in Australia and Malaysia</p>	<p>Essential Question: How does change occur in a country? Fertile Questions: Which are the 3 most significant events in Australian history? Who are the pivotal people in Australian history? Which are the events that have shaped modern Malaysia? Who are the most influential people in Malaysia today? Which other</p>	<p>This research will enable the students to familiarise themselves with Australian and Malaysian history and to identify events and people who have played a role in shaping history in the two countries</p>	<p>Create a timeline of important historical events in Australian history Gather and review documents, including films, articles, documentaries relevant to the topics Dramatisation of important historical events Notables' dinner/forum (notable= influential person) Notable's speech (write and deliver a speech taking the</p>	<p>Create a timeline of important historical events in Malaysia Draft a profile of an influential person in Malaysian culture at present Research Malaysian calendar to identify days of national significance and the events behind them Interview Malaysian community members in relation to influential people Film national</p>	<p>Timelines Speeches Forums Profiles Interviews Films Skits</p>	<p>Ideas Organise a Colac Community Trivia Night on the topic of Australian and Malaysian history and film the process to organise it and the event itself</p>

<p>History Theme: Events and People Topics: Important historical events in Australia and Malaysia in the last 100-200 years Contemporary influential people in Australia and Malaysia</p>	<p>Essential Question: How does change occur in a country? Fertile Questions: Which are the 3 most significant events in Australian history? Who are the pivotal people in Australian history? Which are the events that have shaped modern Malaysia? Who are the most influential people in Malaysia today? Which other cultures/people/world events have and have had an influence on Australia and Malaysia in recent years?</p>	<p>This research will enable the students to familiarise themselves with Australian and Malaysian history and to identify events and people who have played a role in shaping history in the two countries</p>	<p>Create a timeline of important historical events in Australian history Gather and review documents, including films, articles, documentaries relevant to the topics Dramatisation of important historical events Notables' dinner/forum (notable= influential person) Notable's speech (write and deliver a speech taking the persona of a notable)</p>	<p>Create a timeline of important historical events in Malaysia Draft a profile of an influential person in Malaysian culture at present Research Malaysian calendar to identify days of national significance and the events behind them Interview Malaysian community members in relation to influential people Film national celebrations (if possible)</p>	<p>Timelines Speeches Forums Profiles Interviews Films Skits</p>	<p>Ideas Organise a Colac Community Trivia Night on the topic of Australian and Malaysian history and film the process to organise it and the event itself</p>
<p>The Arts Theme: The role of the Arts in multicultural societies Topics: Different art genres in Australia and Malaysia Contemporary</p>	<p>Essential Question: Are the Arts a uniting or dividing influence in multicultural societies? Fertile questions: What is the art scene in Australia at present? Who are the most influential artists in</p>	<p>This research will enable students to reflect on the role of the Arts and especially on the place of the Arts in multicultural societies through a study on different art</p>	<p>Gather a portfolio of Australian visual artworks with annotations on the artists, their culture and origin, style, use of colours etc Discuss and/or debate what makes the</p>	<p>Gather a portfolio of visual Malaysian artworks with annotations on the artists, their culture and origin, style, use of colours etc Speaking with Malaysian peers,</p>	<p>Portfolios Annotations Debates Discussions Film viewing Film reviews</p>	<p>Ideas Organise a real or virtual Art Gallery at Colac SC with Malaysian artworks for the Colac community to visit Organise a film night for the school</p>

Intercultural Understanding: In-country Activities

Activity 1: Daily bread

Students investigate breakfast activities and habits of countries visited. They are encouraged to play cultural detective through examining how breakfast is eaten in the culture they are visiting. This must be conducted away from hotel/motel accommodation and is easier to complete during a host family experience. If there is no host family, ask students to observe local cafes, restaurants or street stalls to see what and how people eat breakfast. Encourage them to ask locals about their breakfast habits: Are there any special breakfast foods, what do they eat, where, what time and with whom? Students need to gather evidence through an interpretive approach and build their knowledge through inference and diverse samples. They should ask at least three people from same social category, as students may eat a different breakfast from teachers, parents and office workers. Try and obtain observations and experiences from a cross-section of society. If time permits visit markets, supermarkets and shops to see what breakfast foods they sell and how they are sold.

Ask students to organise information and to decide what it reveals. What was the most surprising discovery? What does the evidence tell you about the culture? How different is it to the students' culture in Australia? Why?

Objective: Making students test their assumptions about similarity. Look at a narrowly defined activity (breakfast) to show how it is influenced by culture and provides opportunity for students to apply an interpretive approach to gain observations, and interviews to obtain descriptions, from which patterns and themes emerge.

Activity 2: Look who's talking

A survey of research into verbal and non-verbal behaviour suggests that we gain almost 70 per cent of the meaning of any interaction from non-verbal behaviour. It is true that we share common physiological actions (the ability to smile), but it is culture that gives non-verbal behaviour meaning. Students are asked to examine and observe at least five elements of non-verbal behaviour. The following table is a guide:

Non-verbal behaviour	Observations
1. Greetings (Hug, kiss, bow, handshake – for how long)	
2. Touching (Public displays of affection between members of the same sex)	
3. Dress for male students (Type of uniform, how is it worn)	
4. Dress for female students (Type of uniform, how is it worn, make-up, jewellery)	
5. Sitting and standing (Is there an order of where people sit based on their position or rank? When do people stand and for whom?)	
6. Pointing and beckoning (Is there pointing? How do you get people's attention?)	
7. Personal space (How close is close enough?)	

Non-verbal behaviour	Observations
8. Eye contact (Direct eye contact, for how long?)	
9. Heads (Do people use their heads to communicate? Can you touch heads?)	
10. Feet, shoes (Take off shoes at door, placement of feet)	
11. Left hand (Is it OK to use your left hand; if not, why and when?)	
12. Nose blowing (When, where is it OK?)	
13. Giving and receiving (Any special techniques?)	
14. Smiling and laughing (When, why and what does it mean?)	

Objective: Provide students with opportunity to build their observation skills and to learn that, while we may all smile, it is a culture that dictates when it is appropriate and what it means. Provides multilayered material for follow-up post-trip discussions and again dispels notion of similarity as there is no common non-verbal language.

Activity 3: School's out

The student takes the role of ethnographer – keeping a field journal to record observations and interviews – in a given ‘cultural scene’. A scene that students are familiar with from home (such as a school, shopping centre or playground) is a good environment to choose because its familiarity encourages more nuanced observations.

The ability to resist the tendency to judge or immediately evaluate based on a students’ existing sense of what is normal or ‘right’ is a key competency for intercultural understanding. The aim is to listen and observe empathically to achieve a fair and total understanding of the situation/transaction and to resist drawing conclusions until all possible meanings have been exhausted. To build cultural consciousness, students must learn to observe behaviour, but constantly question the responses given to detect meaning.

In a group of students, each student might take responsibility for investigating a different aspect of the scene or the group might investigate the same thing and compare their observations. Examples of investigations include the structure of a school day, clothing worn by students and teachers, how students and teachers interact during a lesson, the layout of a supermarket, advertising in a shopping centre, what play equipment is provided and how it is used.

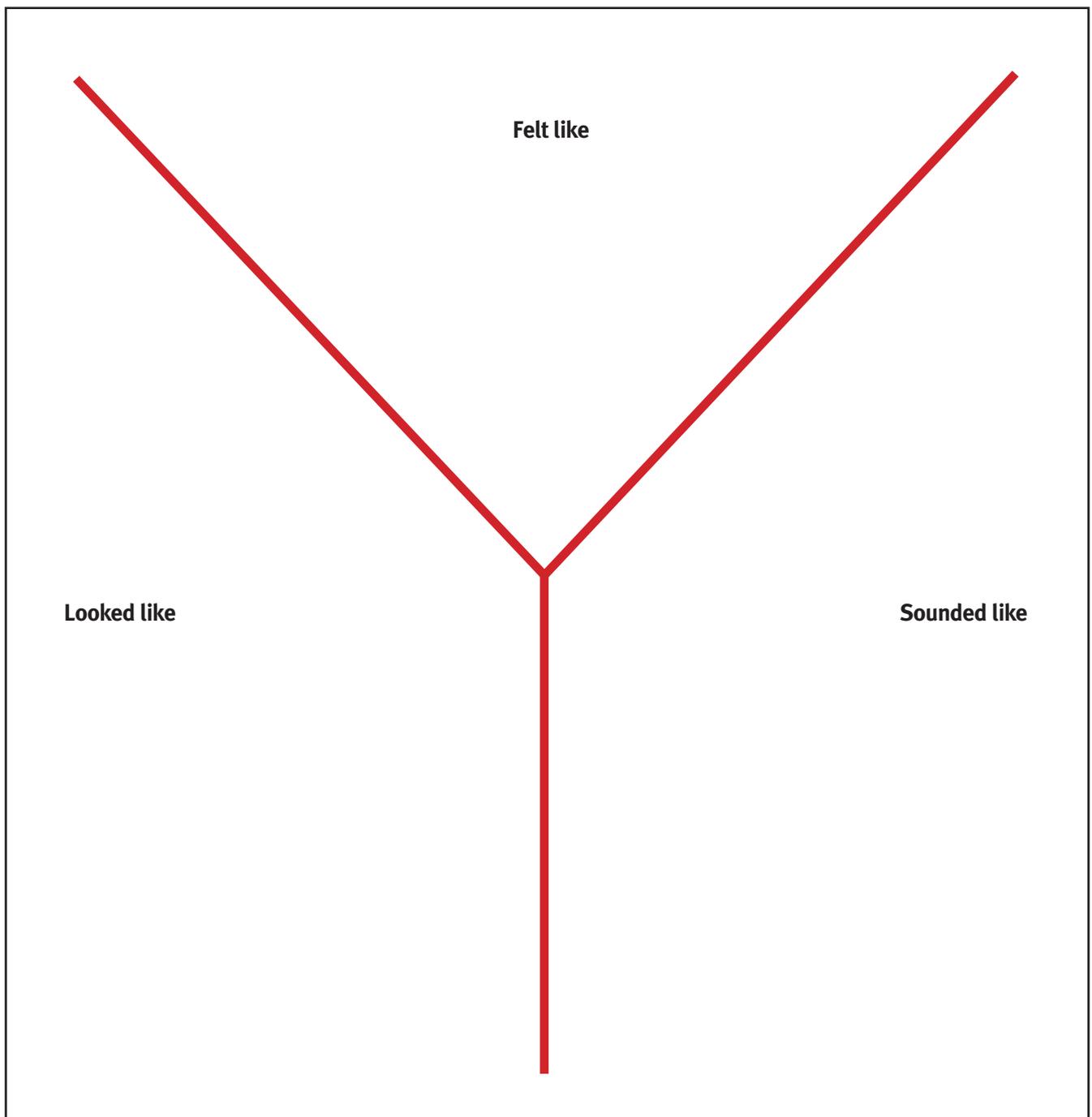
The structure and scope of this activity will depend on the amount of time available, age and language skills of the students and other factors specific to the particular overseas learning experience. Providing time for students to reflect on the data they have collected soon after the event can enhance learning, particularly if the reflection incorporates small group discussion where students can learn from their peers.

Objective: Asks students to develop questioning and ability to see things from a different perspective rather than to evaluate immediately based on results of observation and interviews. Allows students to develop cultural consciousness.

Journal Writing Alternatives: Graphic Organisers

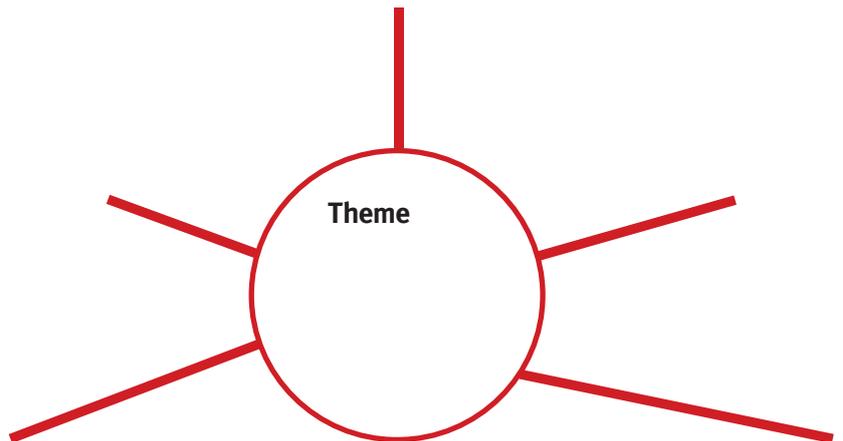
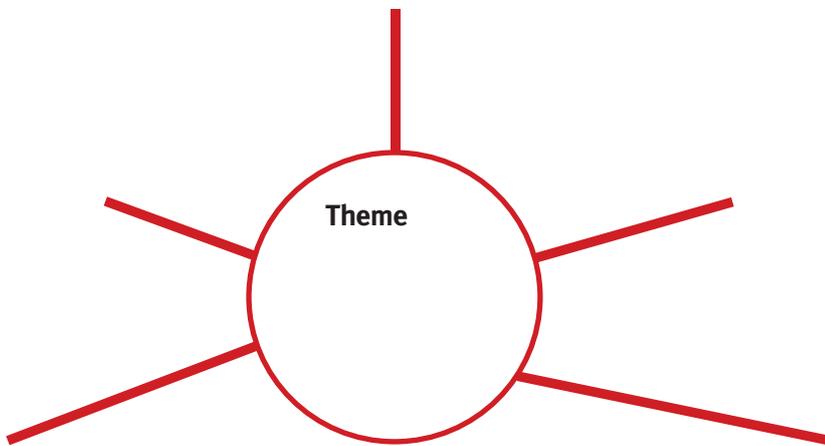
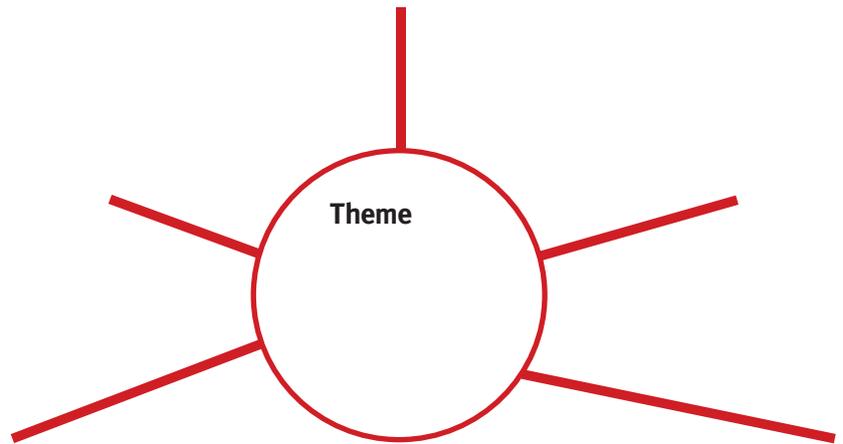
Y-Chart

Today ...



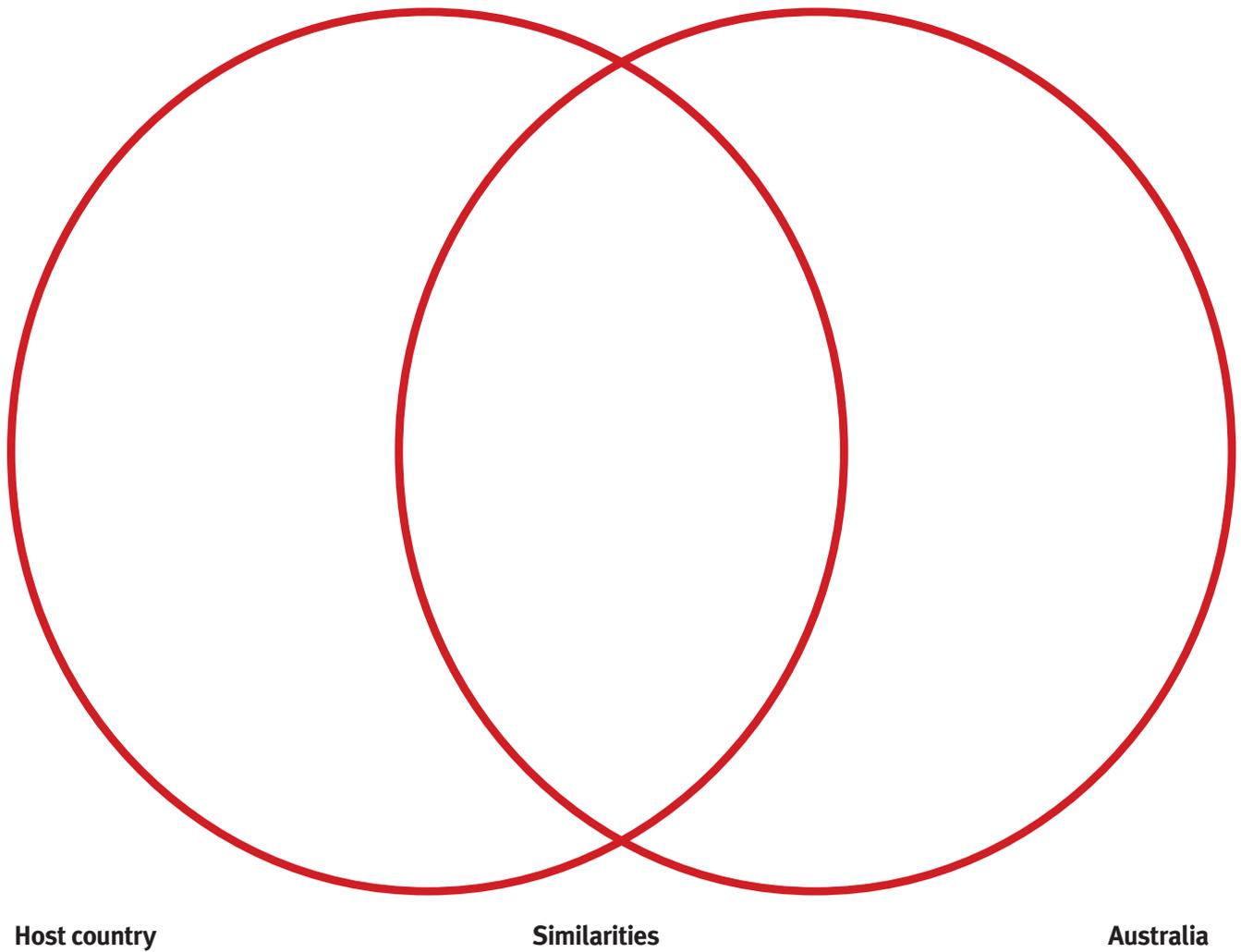
Mind Map

Select a number of themes that are relevant to the day's activities and record observations, feelings and questions that the day's experience has prompted.



Venn Diagram

Identify the similarities and differences you observe in the country you are visiting and in Australia, for example on a day you visit a school.



Intercultural Understanding: Post-overseas Experience Activities

Activity 1: Cultural Comfort Zone revisited

Provide students with an opportunity to express moments when they were pushed into the Learning Zone and possibly the Panic Zone. Draw out examples and ask what were the situations and underlying assumptions that created these feelings. Explain that humans have an innate physiological condition of discomfort when confronted with unknown situations. Without the 'normal' elements of our own culture (when overseas) it can create unpredictability, helplessness and a feeling of walking on egg shells to avoid offence that can produce high levels of sustained anxiety and stress. In other words, it is OK for students to have these feelings; but it is important that they can articulate why, and if and how they managed to return to their comfort zone.

An additional activity if the school has international students or a diverse school community is to get them to apply their insights and understanding to answer the following questions:

- What does it take to push your fellow (international students) to their school?
- What can you do to minimise their distress and keep them within their comfort zone?

Objective: Provides students with a language to unpack their experiences – also allows teachers to ensure students don't evaluate/judge experiences as either good or bad; rather they value free experiences that provide clues to ensure cultural meaning can be discovered.

Activity 2: Look who's talking again

Ask students to complete non-verbal communication observations in Australia and map against the evidence collected during their overseas learning experience. What does the material show? What differences were expected? Try and get students to clarify why certain behaviours were accepted as normal non-verbal communication which would be unacceptable for Australia. What does the data say about Australian culture and the culture of the country visited?

Objective: Reinforce interpretive approach and provide clues to ascertain the drivers of culture.

Activity 3: School's Back

Compare the data collected during the overseas learning experience against similar information known or collected about school, shopping, playgrounds, etc. in Australia. What does it reveal? What are the origins of the culture (physical, geographical, historical, political, economic, social, religion and language) as articulated through the cultural scene investigated? Is there a unique school culture? If so what is it? Does it reflect the national culture?

Objective: Allows students to delve deeper into definitions of culture – from national to local or school culture.

Note: This survey is based on the *Pre-departure Student Survey*. If you have adapted that survey for your school environment you should use your adapted survey as the basis for your post-program survey. A similar adaptation of the *Pre-departure Teacher Survey* is also recommended.

It is important that we capture the learnings from the Overseas Learning Experience to inform the evaluation of the program and further funding efforts.

You will remember completing a survey about your expectations of the trip before you went on your overseas experience. Now we would like you to complete a survey about your actual experience and impressions.

Please take your time and complete this survey **as honestly as you can**, as what you say is very important in shaping the future of this program. Don't just write what you think we want to hear, or what other people write. Tell us what YOU think.

Confidentiality: The information you provide will be CONFIDENTIAL.
Completed surveys should be returned by

Firstly, a little about you ...

Your name: _____

Your school: _____

Your year level:

<input type="checkbox"/>	Year 9	<input type="checkbox"/>	Year 10
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Your age: _____

Your gender:

<input type="checkbox"/>	Male	<input type="checkbox"/>	Female
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Your overseas travel

Your impressions

1. . Before you went on this program, what was your impression of the country that you visited?

2. . Where did you get this impression? (*You can select more than one if you wish.*)

<input type="checkbox"/>	Television and movies	<input type="checkbox"/>	Newspapers and current affairs	<input type="checkbox"/>	Friends or family who have travelled overseas	<input type="checkbox"/>	Learnt about it at school
<input type="checkbox"/>	Internet	<input type="checkbox"/>	Other (<i>please explain</i>)				

3. . Since you have been on this program, has your impression of the country that visited changed? Yes No

If 'Yes', how has it changed? What caused this change of impression?

Your study project

4. . To what extent do you feel you gained the following benefits from your course of study/research project?	Not at all	A little	Some	A lot
Greater understanding of <u>how</u> my host country does a specific thing (e.g. environmental factors, conservation, architecture, agriculture – whatever you are researching)				
Greater understanding of <u>why</u> my host country does that thing in the way they do (e.g. because of history, geography, population, climate)				
Greater understanding of <u>how</u> Australia does a specific thing (e.g. environmental factors, conservation, architecture, agriculture – whatever you are researching)				
Greater understanding of <u>why</u> Australia does that thing in the way we do (e.g. because of history, geography, population, climate)				
Greater insight into international culture				
Greater insight into Australian culture				
Improved research skills				

Your study project continued

To what extent do you feel you gained the following benefits from your course of study/research project?	Not at all	A little	Some	A lot
Improved written communication skills				
Improved ability to work independently				
Improved ability to work in teams				
Improved ability to produce a major written research report				
Improved ability to present research findings in other ways (e.g. video, audio, photography, blogging)				
Improved ability to speak and understand the language that I am learning at school				
Improved ability to speak and understand another language that I am not learning at school				
Broader view of schooling				
Broader view of jobs and pathways				
Greater understanding of local business, industry and career pathways				
Greater understanding of international business, industry and career pathways				
Skills and experience that would impress a future employer				
Greater understanding of alternative lifestyle options				
Other (please explain – you can write down more than one if you wish)				
Other:				
Other:				

5. Do you believe that your study project produced information that could benefit your school and community? Yes No

6. Do you believe that your study project will actually benefit your school and community? Yes No

If 'Yes', how?

The impact of the program

12. . Has your involvement with this program had an impact on you? Yes No

If 'Yes', what kind of impact?

13. . Has your involvement with this program already had an impact on your family? Yes No

If 'Yes', what kind of impact?

14. . Has this program had an impact on other students at your school (who were not part of the program)? Yes No

If 'Yes', what kind of impact?

15. . Has this program had an impact on anyone else in your community (e.g. employers, clubs)? Yes No

If 'Yes', what kind of impact?

16.	To what extent do you think this program has changed you as a person?	Not at all	A little	Some	A lot
	I am more independent because I have been away from my family				
	I am more independent because I have been away from my friends				
	I have developed a more positive attitude about people from other countries				
	I have become more confident				
	I have learnt more about my strengths and weaknesses				
	I appreciate my family more				
	I appreciate Australia more				
	I appreciate another culture more				
	It has changed my plans for the future				
	I am more resilient/better able to deal with things that go wrong				
	I am better able to look after myself				
	I am more interested in learning about other countries and cultures				
	I am more of a leader				
	I am more confident when speaking with adults				
	Other (please explain – you can write down more than one if you wish)				
	Other:				
	Other:				

General comments

17. . If you were organising a similar program for future students, what aspects of the program would you make sure stayed the same?

18. . If you were organising a similar program for future students, what aspects of the program would you change?

THANK YOU

What has been the impact on:

Students:

Teachers:

School teaching and learning programs:

School community:

Suggestions for next time:

Pre-departure:

In-country:

Post-experience: